



Department of
Education

Tennessee Comprehensive School Counseling Model *Implementation Guide*

2017

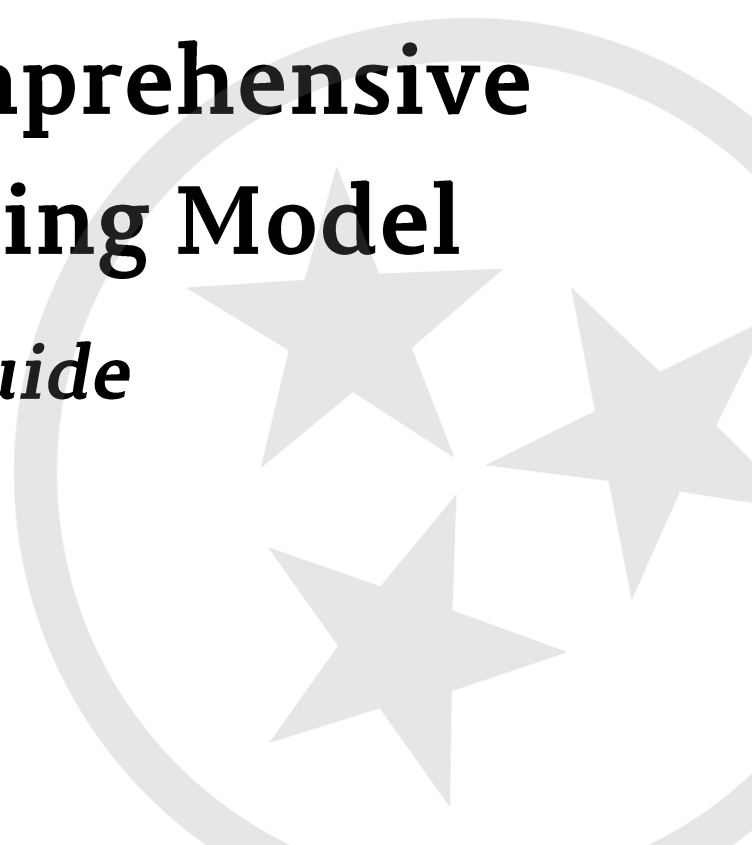


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Purpose

The [Tennessee Comprehensive School Counseling Model and Standards Policy](#) sets clear expectations about what a school counseling program should include and serves as an organizational tool to identify and prioritize steps for program implementation. The model is aligned to the department's strategic plan, [Tennessee Succeeds](#), and [national standards from school counseling professional organizations](#). It incorporates standards of achievement in the areas of academic development, social and emotional development, and college and career readiness. Serving as leaders and advocates, school counselors work collaboratively to provide services in a comprehensive, developmental, and preventative manner. Districts and schools across Tennessee are expected to use this model as a framework for developing their own school counseling programs based on the assessed needs of their communities.

This *Implementation Guide* provides school counselors and school leadership teams with step-by-step guidance for developing and implementing the revised school counseling model and standards. This guide includes a detailed explanation of each component of the model, along with examples and templates for schools to use. School counseling program development should be grounded in evidence-based practice as well as school and student data. Program implementation must be continuously refined through quality evaluation, addressing the changing needs of the students and the school. Each implementation step includes guidance for a school counselor implementing the program in a single school, a district team implementing the program across a system, and a counselor implementing the program in multiple schools. While the steps are presented in a specific order that allows for them to build on one another, the implementation team may determine to complete each action in the order that is most appropriate for the school or district.

Tennessee Comprehensive School Counseling Model

Introduction

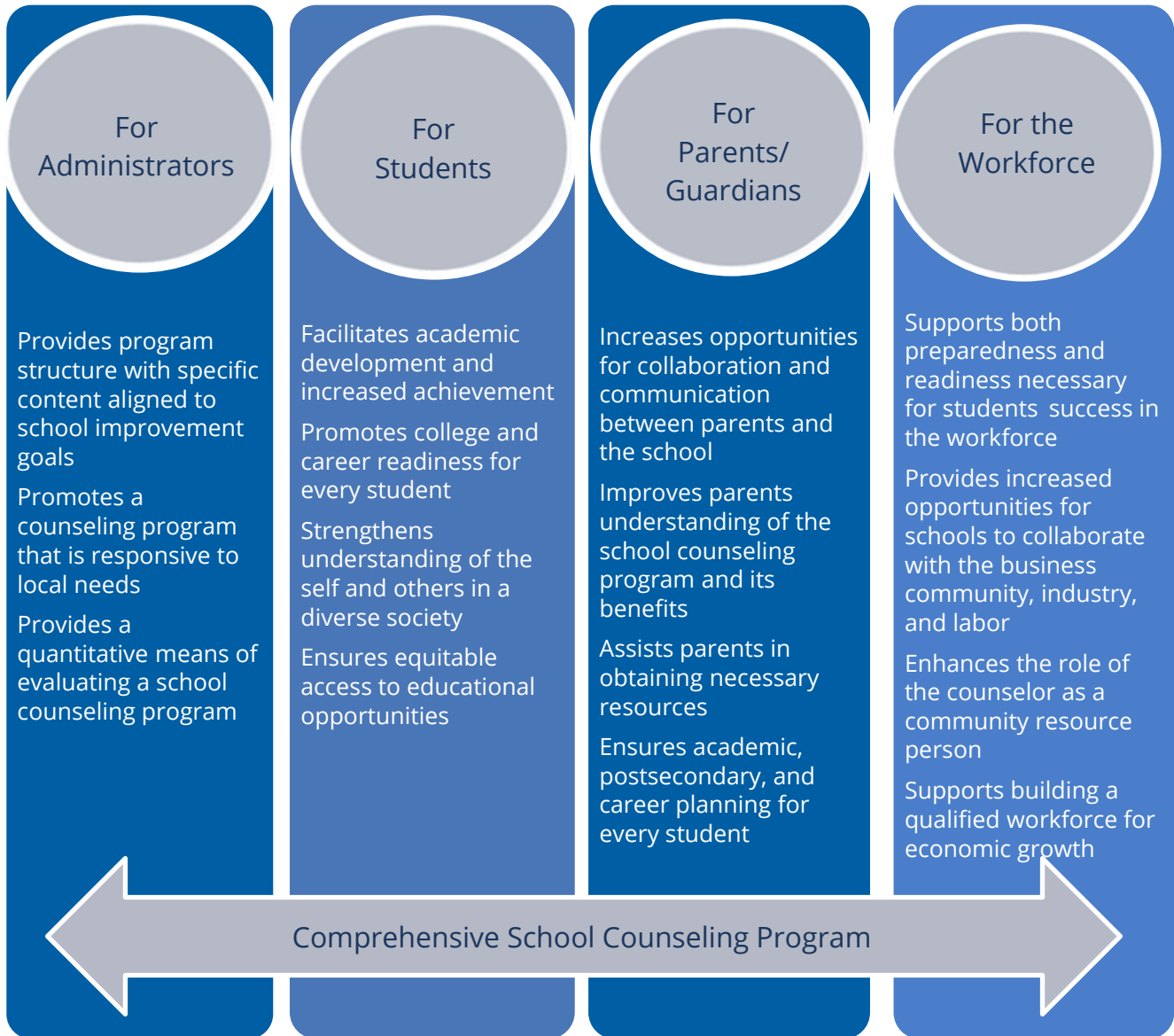
In *Tennessee Succeeds*, there are five priority areas built on the foundational area of standards, assessment, and accountability: Early Foundations and Literacy, High School and Bridge to Postsecondary, All Means All, Educator Support, and District Empowerment. Within the High School and Bridge to Postsecondary priority, the department has been focusing on areas shown by research to increase student postsecondary and career readiness, such as early postsecondary opportunities, school counseling, work-based learning, postsecondary entrance exams (ACT/SAT), and regional coalitions to drive education and economic discussions. School counseling programs in Tennessee have always played an important role in our children's educational experience. Professional school counselors work with students, families, communities, faculties, and staff to address issues that have a substantial impact on student academic development, social and emotional development, and college and career readiness. School counselors design and deliver comprehensive school counseling programs that promote student achievement. These programs are comprehensive in scope, preventive in design, and developmental in nature. A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career, and personal/social development, promote and enhance the learning process for all students.

Effective school counseling programs are a collaborative effort between the school counselor, school leaders, parents, and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process. School counselors focus their skills, time, and energy on direct and support services to students. School counselors participate as members of the educational team and use the skills of leadership, advocacy, and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery of services, and accountability.

The Tennessee School Counseling Model:

- ensures equitable access to a rigorous education for all students;
- identifies the attitudes, knowledge, skills, and experiences that students need to achieve academic success, social and emotional development, and college and career readiness;
- is delivered to all students in a developmental and systematic fashion;
- is based on data-driven decision making; and
- is provided by a state-credentialed school counselor.

Benefits of a Comprehensive School Counseling Program



The [Tennessee Comprehensive School Counseling Model](#) represents what components a school counseling program should contain and serves as an organizational framework to identify and prioritize the elements necessary for program implementation. Strong counseling programs are vital to our students' academic success and postsecondary readiness. 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 comprehensive, developmental, and preventative manner.

A comprehensive school counseling program shall support the mastery of the school counseling standards throughout the students' educational experience. Additionally, the comprehensive school counseling program shall adhere to the T.C.A. statutes and State Board of Education rules and policies for school counseling as well as the American School Counselor Association (ASCA) Ethical Standards for School Counselors.

Guiding Principles of the School Counseling Model

School counselors play a critical role in improving student achievement and readiness. They are uniquely skilled to advocate for students individually and systemically. When school counselors apply the [guiding principles](#) of leadership, advocacy, collaboration, and systemic change to their delivery of the comprehensive school counseling program, they are better equipped to promote student achievement and schoolwide change that ensures equity and access to rigorous educational opportunities for every student.

The school counseling guiding principles focus the planning and implementation of the school counseling program. As school counselors develop their leadership skills, they more effectively facilitate strong collaborations with other stakeholders. Those partnerships advocate for all students and identify policies and processes that should be revised to increase student opportunities and support.

Leadership

Leadership is an essential skill for school counselors. It is the basis for all of the guiding principles. From providing leadership for the development of a comprehensive school counseling program to solving problems with school and community groups that promote student achievement, school counselors are called on to be leaders in a multitude of ways.

Advocacy

As educational leaders, school counselors are uniquely positioned to serve as advocates for every student in meeting high academic, social and emotional, and college and career readiness standards. To promote student achievement, a school counselor advocates for students' academic, social and emotional, and postsecondary readiness development needs and works to ensure these needs are addressed throughout the pre-K-12 school experience. School counselors believe, support, and promote every student's opportunity to achieve success in school.

Collaboration

School counselors work with both internal and external stakeholders to access multiple sources of support for student achievement and development. School counselors help build effective teams by encouraging collaboration among students, teachers, administrators, and staff to work toward the common goals of equity, access, and academic success for all students. They also build effective relationships with parents, community members, and organizations to access resources and services that may not be available within the school. When school counselors recognize and appreciate the contributions provided by all stakeholders, they build a sense of community, which contributes to a positive school climate for all students.

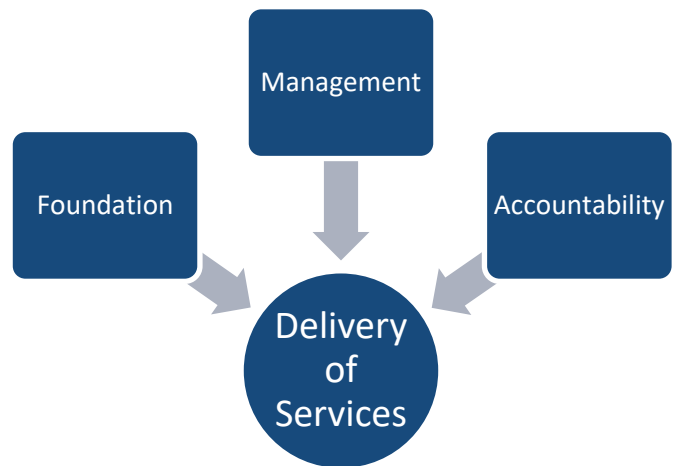
Systemic Change

With the expectation to serve the needs of all students, school counselors are positioned to identify systemic barriers to student achievement. They have access to schoolwide achievement, attendance, and behavioral data that not only drives the school counseling program but often underscores the need to identify and remove barriers that prevent all students from achieving college and career readiness. Systemic barriers may exist at all levels, ranging from federal law, to state and district policies, and to school and classroom procedures. Barriers are often discovered after a review of the data reveals gaps between student groups in achievement, opportunities, and attainment. School counselors work proactively with all stakeholders to remove these systemic barriers to learning and to promote systemic change that will create a learning environment where all students succeed.

Whether school counselors are working with one student or on behalf of all students in the school, they should keep the themes of leadership, advocacy, collaboration, and systemic change as the guiding principles of their work.

Model Components

The goal of the revised school counseling model is to provide a framework for delivering high-quality school counseling services to all students that will help prepare them for success in elementary, intermediate, secondary and postsecondary education and training. The model is comprised of four components that provide a structure for school counselors and their implementation team to utilize when developing the counseling program: foundation, management, delivery of services, and accountability. The delivery of services is central to an effective school counseling program. It represents the work that counselors do with students and on behalf of students. The foundation, management, and accountability components support the productive delivery of services.



Delivery of Services

This component identifies how the school counselor will implement the school counseling program. It describes the services, strategies, interventions, and programming that the counselor will provide to all students. It includes the interactions the school counselor has directly with students as well as those interactions with other stakeholders on behalf of students to promote achievement, equity, and opportunity for all students. Delivery includes direct services and student support services.

The school counselor shall include the following activities in the delivery plan:

1. *Deliver large group, classroom, and schoolwide curricula designed to help students achieve mastery of counseling standards appropriate for their developmental level.*

2. *Utilize individual student appraisal and advisement to help all students use achievement, interest, postsecondary, and career data to plan, monitor, and manage their own learning as well as to achieve academic, social and emotional, and college and career readiness.*
3. *Provide individual and group counseling to address students' immediate needs and concerns to resolve academic, social and emotional, or college and career issues that are interrupting learning.*
4. *Provide support and assistance to students and school community to navigate critical and emergency situations.*
5. *Make students and families aware of school and community resources that can provide additional information or assistance to help students be successful.*
6. *Share strategies that support student achievement with parents, teachers, other educators, or community organizations through consultation.*
7. *Collaborate with other educators, parents, and the community to support student achievement and advocate for access and equity for all students through teaming, partnering, participating on school/district committees, and facilitating parent or staff workshops.*

Direct Student Services

School Counseling Core Curriculum

The school counseling curriculum is designed to facilitate the systemic delivery of lessons or activities to all students. These should be aligned to the school counseling standards. The school counseling curriculum promotes knowledge, attitudes, and skills through instruction and/or experiences in three domains (academic, social and emotional, and college and career readiness). School counselors should differentiate the strategies used to address the diverse needs of every student served, and student mastery of standards should be assessed using a variety of methods.

The school counseling core curriculum is often delivered through:

Instruction: School counselors provide, facilitate, and coordinate instruction of the counseling core curriculum at the classroom, grade, and school level. Examples include, but are not limited to, character education, decision making, bullying preventions programs, and college preparation.

Group Activities\Experiences: School counselors conduct planned activities outside the classroom to promote academic achievement, social and emotional development, and college and career readiness. Examples include, but are not limited to, college and career fairs, postsecondary site visits, student team-building/leadership workshops, and community/business tours.

While school counseling core curriculum activities are worthwhile and integral part of the total comprehensive counseling program, school counselors should not be required to spend all of their time delivering the curriculum.

Individual Student Planning

The school counselor delivers and coordinates systemic activities that help all students plan, monitor, and manage their own learning as well as meet standards in the areas of academic achievement, social and emotional development, and college and career readiness. This includes developing academic and postsecondary plans, intervention plans, and behavior plans. School counselors also help students make the transition from home to school; school to school; and school to postsecondary education, training, and the workforce.

Individual student planning is delivered through:

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

Advisement: School counselors assist students in establishing social goals and future plans based upon academic, career, and personal/social data.

Through the strategies of appraisal and advisement, the school counselor uses a variety of student data to assist the student in goal setting, decision making, social skills, transitions, and postsecondary planning. These activities are often carried out in collaboration with parents/guardians and school personnel. Because much of this work is done individually with students, school counselors should engage other partners in this important work with students.

Responsive Services

This component consists of activities coordinated by school counselors to meet the immediate needs and concerns of students. By assisting students who are experiencing personal, social, environmental, or physical issues, counselors are able to help students address the concern and return to a state of readiness for learning. These services are available to **all** students and are often initiated through referral from the student, teacher, parent, administrator, or other school personnel.

Responsive services are often delivered using such strategies as:

Individual or Group Counseling: Counseling in the school setting is short term and focuses on building the student's capacity to utilize appropriate coping skills, exercise self-advocacy, or change behaviors that may be contributing to the area of concern. School counselors do not provide therapy for psychological disorders. However, school counselors can assist families with referrals to community agencies and organizations.

Crisis Response: School counselors provide prevention, intervention, and follow-up services to students facing emergency situations. These situations include, but are not limited to, death of a loved one, illness, homelessness, abuse or neglect, suicidal ideation, and self-injury.

Student Support Services

School counselors act on behalf of students by delivering activities that promote equity and access for all students while supporting student achievement. School counselors work with faculty/staff, parents/guardians, and community stakeholders in order to promote student achievement and systemic change.

Student support services are delivered through the use of:

Referrals: School referral sources may include academic support such as tutoring or personal/social support such as community agencies that treat mental health issues (e.g., suicidal ideation, violence, abuse, and depression).

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

Collaboration: School counselors collaborate with educators, parents/guardians, and community members to support student achievement. This can be accomplished through teaming/partnering with others, participation in school/district committees, and parent workshops.

Foundation

The school counseling program's foundation serves as the solid ground upon which the rest of the comprehensive school counseling program is built. The foundation defines the student knowledge, attitudes, and skills learned as a result of a strong counseling program. The purpose of this component is to establish the focus of the counseling program based on the academic, social and emotional, and college and career readiness needs of the students. Collaboration with all stakeholders is essential to identifying the program focus. Elements include beliefs, vision and mission statements, program goals, program expectations, school counseling standards, professional competencies, as well as Tennessee laws and Tennessee State Board of Education policy. This section of the guide will share effective practices, examples, and tools for the development of each of the elements of the foundation component.

To create a strong program foundation the school counselor shall:

- 1. Identify and develop program beliefs, vision, and mission statement aligned to school, district, and state goals;*
- 2. Utilize school and student data to set specific and measurable goals for the counseling program annually;*
- 3. Use school counseling standards to assess student growth and development and guide the development of strategies, activities, and services that help students achieve their highest potential; and*
- 4. Consult school counselor competencies and ethical standards to guide decision making, professional growth, and ensure students have access to a high-quality school counseling program.*

Management

In order to systematically deliver a high-quality school counseling program addressing every student's needs, the program must be efficiently and effectively managed. Organizational assessments and tools provide school counselors with school and student data that will help the school counselor develop, implement, and evaluate the program based on clearly defined priorities reflecting student needs and mastery of counseling standards. This section features assessments and tools that help school counselors deliver high-quality services that lead to positive student outcomes.

To ensure that the comprehensive school counseling program is effectively managed, the school counselor shall:

- 1. Conduct an annual counseling program assessment to identify strengths and opportunities for program growth and effectiveness;*
- 2. Assess professional skills to determine a professional growth plan; and*
- 3. Utilize advisory councils, program management agreements, school data, use of time assessments, and action plans to assess student and school needs, deliver counseling services, and measure the impact of the counseling program.*

Accountability

School counselors regularly evaluate the effectiveness of their counseling programs. Stakeholders at the school, community, and state levels seek evidence that school counseling programs are accountable,

promote student achievement, and address an advocacy agenda for equity in educational opportunities for all students. Counseling programs share accountability for school improvement with the school and community. School counselors should develop specific and measurable goals and then demonstrate the impact of the counseling program on their students. Accountability measures help the counselor to monitor student achievement and growth. Counselors should be able to clearly articulate how their students are different as a result of the comprehensive school counseling program. Accountability includes data analysis, review of specific program results, evaluation and improvement of programming, and the school counselor's professional evaluation.

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 program positively impacts student achievement and, by so doing, share accountability for school improvement with school and community.

Stakeholders at the school, community, and state levels with 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.

To ensure that the comprehensive school counseling program is accountable and effective, the school counselor shall:

1. Analyze school achievement, attendance, and discipline data to identify impact of the counseling program on student development and growth;
2. Examine program results data and stakeholder feedback to determine the extent of change in student learning and behavior and mastery of counseling standards;
3. Evaluate the school counseling program for areas of strength and opportunities for program improvement, including a yearly review of annual program goals; and
4. Communicate accountability results with stakeholders.

Program Expectations

The school counseling program is most successful when it is a central part of the school's educational program. Administrators and school leaders support the counseling program when strategic staffing and resource decisions are made to allow counselors to fully implement their programs. School districts and schools ensure their students have access to high-quality comprehensive school counseling programs by guaranteeing school counselors have the support necessary for program implementation. The state board's School Counseling Model and Standards policy advises schools and districts to consider these expectations when developing the school counseling program.

Budget and Materials

An adequate school counseling budget should 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.

The school counseling budget should be driven by program goals and student needs. The school counselor should conduct a needs assessment, review school and student data, develop program goals, plan the services that should be delivered throughout the year, and complete the school counselor competency assessment prior to developing a budget proposal.

The school counseling budget proposal should include a least three categories: resources, consumable supplies, and professional development. Facilities, technology, office supplies, equipment, and salaries are not included in the counseling budget as they are common to each educator in the school and generally included in school or district budgets.

Questions to consider when developing a school counseling budget proposal:

1. What resource materials are needed to implement the counseling program?
2. What resource materials are in the school counseling library? Can any of those be used to implement the counseling program?
3. What resource materials are available for free online, available to be borrowed from a district counseling center or another counselor, or available in the department school counselor resource library? For instance, *CollegeforTN.org* has several interest inventories available to students. The *Eddie the Eagle* gun safety program provides free activity books to schools.
4. While some research-based programs have high efficacy rates but require the purchase of consumable student materials, are there similar products that have positive outcomes but do not require the additional investment in materials that cannot be used multiple times?
5. Are there alternate ways to deliver programs and services that do not require as many materials? For example, rather than making individual copies of a worksheet, could the activity be done in small groups with the directions projected on a screen?
6. Are there organizations that provide free resources and materials that could enhance the counseling program? What professional development is needed to effectively implement the counseling program? Did the school counselor competency assessment show an area of growth in an area that aligns to school and student needs?
7. Do other counselors have similar professional development needs? If so, could a district or regional training be planned and costs shared between schools and/or districts?
8. What student outcomes can be expected from the investment in supplies, materials, or training?

The budget proposal should be discussed with the administrator(s) during a counseling program planning meeting. Final budget information should be included in the program management agreement between administration and counseling department.

School and district leaders support the school counseling programs by ensuring that each school counselor has access to the following:

Facilities:

- a private office designed to protect students' right to privacy and confidentiality
- space to deliver the school counseling program that is accessible to all students

Supplies/Equipment/Technology:

- adequate office supplies
- locking filing cabinets to protect confidential information

- relevant supplies and equipment that are easily accessible and of sufficient quantity to support the counseling program, such as telephone, computer, printer, access to audio/visual equipment, and copier accounts
- access to a computer lab or mobile laptop cart for student activities included in the school counseling program, including but not limited to career searches, interest inventories, college planning, etc.

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 annual contract be extended to ensure adequate time to plan and implement a quality program. Extended contracts allow time for school counselors to ensure students are enrolled in appropriate courses, plan for the school year, provide orientation for new students, complete tasks for seniors as they transition to postsecondary, and analyze data for program evaluation.

Appropriate counselor/student ratios are critical for program success and increased student achievement and development. The Tennessee Basic Education Program (BEP) formula consists of 45 components that have been deemed necessary for a school district to provide a basic level of education. School counselors are identified as an instruction component of the funding formula. Funds generated by the instructional components of the formula must be spent on instruction. The (BEP) funding formula:

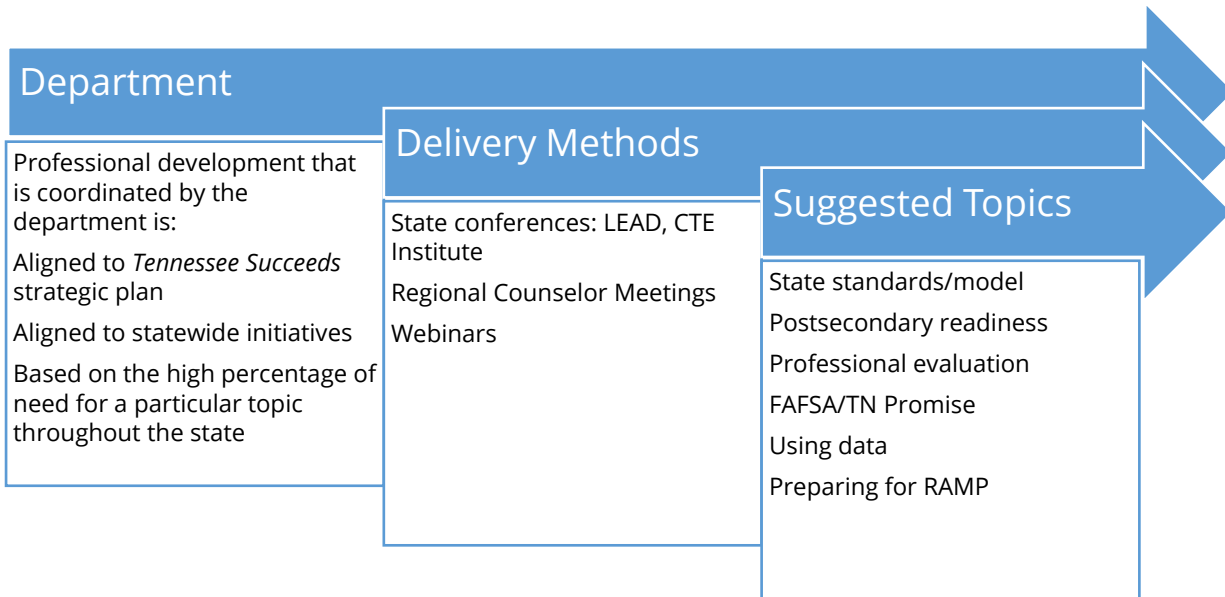
- Elementary School Counselors - Grades K-6: **1:500**
- Secondary School Counselors - Grades 7-12: **1:350**

The suggested ratios in [BEP](#) are a funding formula but not a spending formula. District administrators must determine how to best use these funding dollars for personnel to meet the needs of their students. While the T.C.A. code 49-6-303 does mandate that every school have a school counseling program, it does not mandate a certain school counselor to student ratio. Best practice and research indicate that the ideal ratio of school counselor to students is 1:250, pre-K-12.

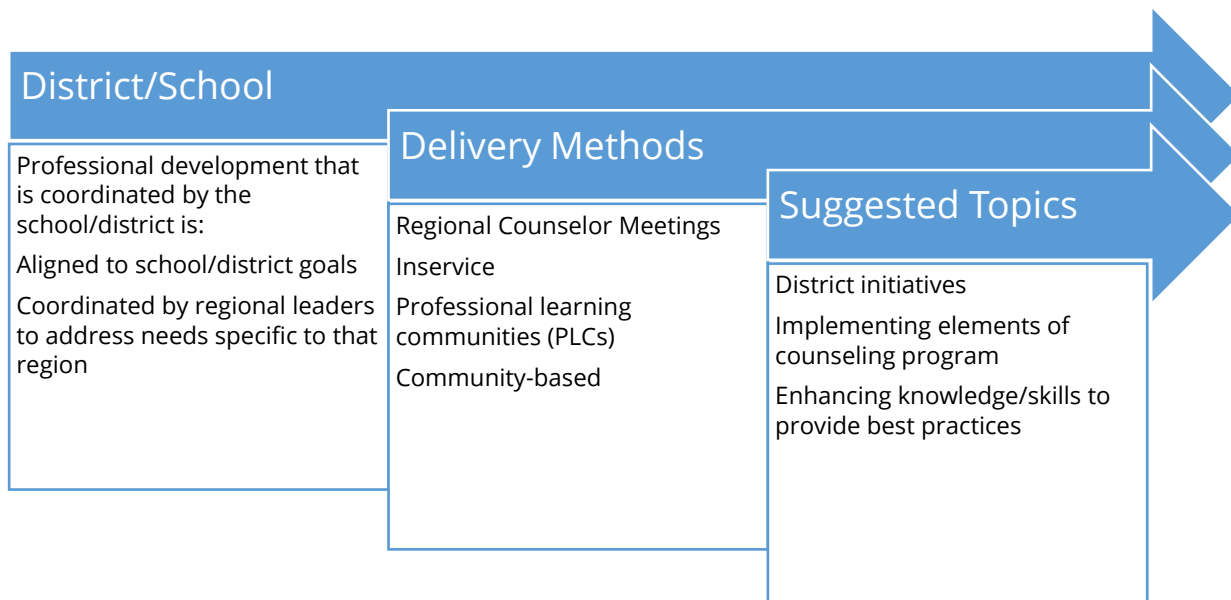
When student caseloads exceed the recommended ratios, school leaders are encouraged to work with counselors to prioritize needs, identify strategies that will have the largest impact and engage other educators in the delivery of the counseling program. For example, if a high school counselor has a caseload of 500 students, it may not be realistic for the counselor to have an individual meeting with each one to discuss course selection. An effective alternative might be to ask the English teachers to partner with the counselor to present information about course selections and pathways of study during an English class for each grade level. Another option would be to ask each core content teacher to spend one class period with their students presenting information about classes in their course content progression. These strategies not only ensure all students have access to important course information but also builds the capacity of all educators to advise and support students.

Professional Development

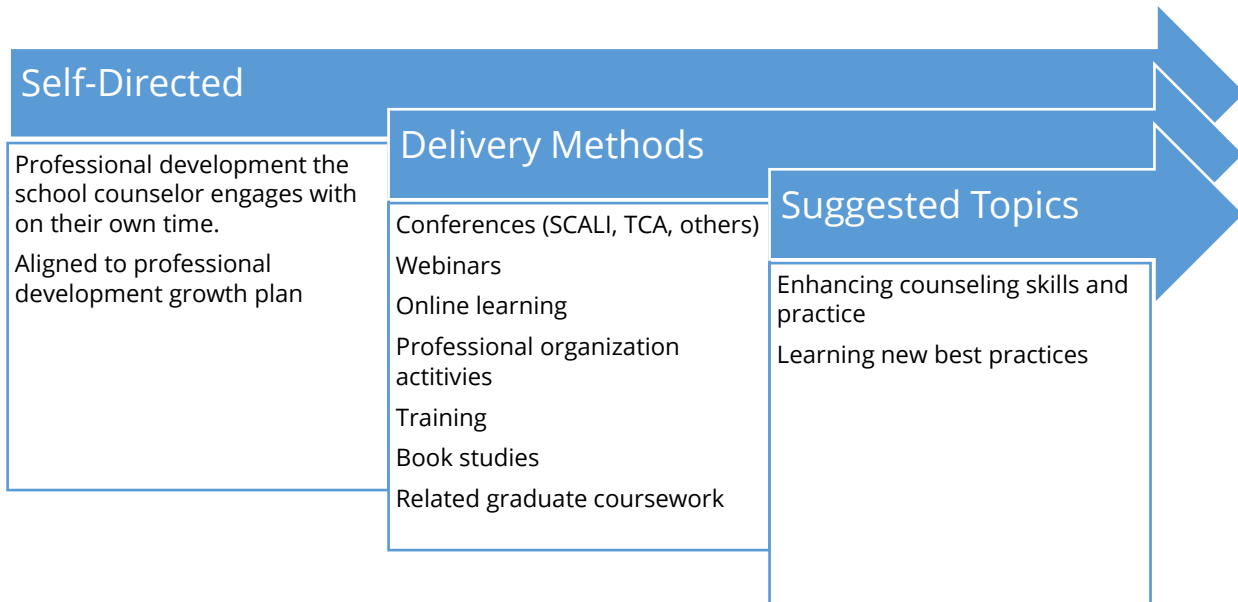
The department will provide professional development opportunities for school counselors on topics relevant to meeting the state strategic plan goals. Trainings will be delivered via conferences, regional school counselor collaboratives, webinars, and resource materials.



Districts and schools are expected to provide training to school counseling staff on district policies and procedures, topics aligned to district goals, and issues unique to district needs.



Finally, school counselors are expected to build their capacity through their own professional growth plans. Opportunities for self-directed training include webinars, book studies, conferences, and workshops.



Use of 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. In order to deliver an effective comprehensive school counseling program, school counselors spend the majority of their time in direct and student support services to students. School counseling research indicates that school counseling programs have positive student outcomes when school counselors spend 80 percent of their time delivering direct and student support services.

In order to deliver an effective comprehensive school counseling program, school counselors shall spend the majority of their time in direct and student support services to students. The ASCA National Model recommends that school counselors spend 80 percent of their time providing direct services to students or working on behalf of students. The remaining 20 percent of a counselor’s time should be spent working on the foundation, management, and accountability components of the counseling program. A small percentage of this time can also be spent in fair share responsibilities. The 80/20 time breakdown reflects the program delivery over the course of the entire school year. While the amount of time counselors should spend delivering services in each component area remains relative to the individualized needs of each school, the guidelines below represent best practice in school counselors’ use of time:

Counselor Responsibilities	Recommended Time
<p>Direct student services: services and programs delivered directly to students</p> <ul style="list-style-type: none"> • School counseling curriculum: prevention and intervention programs delivered to all students to help them achieve mastery of school counseling standards. <ul style="list-style-type: none"> ○ Instruction ○ Group activities • Individual student planning: activities designed to help all students plan, monitor, and manage their own learning <ul style="list-style-type: none"> ○ Appraisal ○ Advisement • Responsive services: individual and group counseling and support to address students' immediate needs that are interrupting learning <ul style="list-style-type: none"> ○ Counseling ○ Crisis response 	<p>At least 80% that includes all services</p>
<p>Student support services: services and programs delivered on behalf of students</p> <ul style="list-style-type: none"> • Referrals: connect students and families to school and community resources • Consultation: share strategies that support student achievement • Collaboration: work with stakeholders to support student achievement and advocate for access and equity for all students 	
<p>Program management and school support</p> <ul style="list-style-type: none"> • Program foundation: planning of the counseling program • Management: assessments, tools, and systems used to efficiently and effectively deliver the counseling program • Accountability: analysis of program to determine effectiveness • Fair-share responsibility: responsibilities all school staff share to ensure the smooth operation of the school 	<p>No more than 20%</p>

Appropriate School Counseling Activities

School counselors have specific job responsibilities that direct how they provide their student population with a comprehensive school counseling program. Those responsibilities shall align to the school counselor's training and expertise so that all students will benefit from the counseling program as well as master the school counseling standards. A school counselor shall not be used as the teacher of record for content courses or for the delivery of academic interventions. School counselors may assist with the actual implementation of a schoolwide standardized testing program; however, school counselors shall not be responsible for the management or overall administration of said testing program.

Many of the practices included in the revised model are not new. They have been a part of the previous model for school counseling. Our data reveals that school counselors have not been able to provide these services to our students. The American School Counselor Association (ASCA) has developed a list of activities that are appropriate for school counselors, as well as examples of activities that should be reassigned to other school staff. The chart below differentiates between specific responsibilities.

APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS	INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS
■ individual student academic program planning	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing counseling to students as to appropriate school dress	■ sending students home who are not appropriately dressed
■ collaborating with teachers to present school counseling core curriculum lessons	■ teaching classes when teachers are absent
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ interpreting student records	■ maintaining student records
■ providing teachers with suggestions for effective classroom management	■ supervising classrooms or common areas
■ ensuring student records are maintained as per state and federal regulations	■ keeping clerical records
■ helping the school principal identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ providing individual and small-group counseling services to students	■ providing therapy or long-term counseling in schools to address psychological disorders
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards	■ coordinating schoolwide individual education plans, student study teams and school attendance review boards
■ analyzing disaggregated data	■ serving as a data entry clerk

(American School Counselor Association)

There may be times when a school counselor is asked to assist with some of the inappropriate activities to maintain the operations of a school. These unique and temporary responsibilities would fall into the category of fair share duties and should not prevent the delivery of the counseling program. It is important to remember that tasks such as performing disciplinary actions and assigning discipline consequences

create a conflict between a student and counselor that could negatively impact the counselor's ability to support the student. Providing therapy or long-term counseling is outside of the scope of a licensed school counselor so they should not be expected to take on that responsibility.

Because the revised model will go into effect for the 2018-19 school year, districts have a year to fully realign the responsibilities of school counselors. Districts and schools are encouraged to conduct a review of the responsibilities necessary for successful operations of the school as well as the staff and personnel who may be available to assist with them. Aligning these responsibilities to those who are best qualified or positioned to complete them will allow school counselors to use their unique training and experience to provide a comprehensive school counseling program that supports students and removes barriers to their success. This review can also inform district and school professional development plans for school counselors to build their capacity to meet aligned expectations.

Several schools and districts have already realigned the responsibilities that prevent school counselors from providing the services outlined in both state board policy and legislation. Examples of these effective strategies include but are not limited to:

- An assistant principal (or team of APs) serves as testing coordinator. Due to the high stakes nature of testing, some districts felt that the testing coordinator needed to be in a supervisory role.
- Aspiring school leaders (i.e., teachers pursuing administration certification) are assigned the role of testing coordinator.
- A lead teacher is given an additional planning period to coordinate and plan testing.
- A principal uses discretionary funds from school budget to provide a stipend for a staff member to coordinate testing after school hours.
- Site-based technology teachers and/or media specialists coordinate testing.
Retired teachers are temporarily hired to assist with providing instructional interventions.

Some districts may employ additional staff to perform the reassigned responsibilities. While they may choose to hire someone with school counseling credentials, it is important to differentiate that that particular staff person is not operating as a school counselor. Their title should reflect their job responsibilities.

School Counseling Guidelines

Tennessee State Board of Education Policy 5.103

On April 21, 2017, the state board approved the revised [school counseling model and standards policy](#). This policy identifies the framework for building high quality school counseling programs in Tennessee. Additionally, the school counseling standards are included. These research-based standards represent the attitudes, knowledge, skills, and experiences that will help all students be both prepared and ready for postsecondary education and workforce training.

School Counseling Standards

The Tennessee School Counseling [Student Standards](#) describe the attitudes, knowledge, skills, and experiences that students need to achieve success in three broad domains: academic development, social and emotional development, and college and career readiness. These domains promote the attitudes,

knowledge, skills, and experiences that enhance the learning process and create a culture of college and career readiness for all students.

The definitions of each domain are as follows:

- Academic Development: Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn
- Social and Emotional Development: Standards guiding school counseling programs to help students manage emotions and learn and apply appropriate interpersonal skills
- College and Career Readiness: Standards guiding school counseling programs to help students understand the connection between school and the world of work and to plan for and make a successful transition from school to postsecondary education and the work force

The standards are designed to be delivered over grade bands so it is not necessary for school counselors to address every one every year. Additionally, while many standards can be introduced in the school counseling core curriculum, any of the services in the counseling program can also be used to introduce the standards.

The department will release a resource guide that will include best practices, resources, and materials for effectively meeting the school counseling standards. That document will be an online bank of ideas accessible to all counselors. The department will continue to collect these examples and resources throughout the implementation of school counseling programs.

Tennessee Code Annotated

In addition to state board policy 5.103, two legislative statutes set expectations for the programs and services offered to all students by school counselors.

49-6-303. School counselors.

(a) (1) Each LEA shall employ or contract with school counselors for pre-kindergarten through grade 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 non-school 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 that, at the elementary school level, includes self-awareness, job awareness, and prevocational 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.

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

49-5-302. 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.

HISTORY: Acts 1984 (1st E.S.), ch. 1, § 1; 1999, ch. 367, § 1.

ASCA School Counselor Competencies

The [school counselor competencies](#) are the knowledge, skills, abilities, and attitudes that school counselors should encompass in order to effectively deliver a comprehensive school counseling program that meets the needs of all students. The competencies can be used in a variety of ways.

School counselors:

- Self-assess their own competencies.

- Formulate an appropriate professional development plan.

School administrators:

- Guide the recruitment and selection of competent school counselors.
- Develop or inform meaningful school counselor performance evaluation.

School counselor education programs:

- Establish benchmarks for ensuring school education students graduate with the knowledge, skills, and attitudes needed for developing comprehensive school counseling programs.

ASCA Ethical Standards for School Counselors

[ASCA's \(2016\) Ethical Standards for School Counselors](#) provides professional guidance on ethical obligations and expectations necessary to maintain high standards of integrity, leadership, and professionalism. The standards were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders, and school counselors across the nation to clarify the norms, values, and beliefs of the profession. The ethical standards:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs, and school counselor educators regardless of level, area, population served, or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities, and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members, and courts of justice of best ethical practices, values, and expected behaviors of the school counseling professional.

Ethical decision-making processes provide guidance to school counselors when they are faced with an ethical dilemma. This ensures that a consistent and fair standard of practice is used in supporting the student. ASCA's Ethical Standards include a nine-step process for ethical decision making.

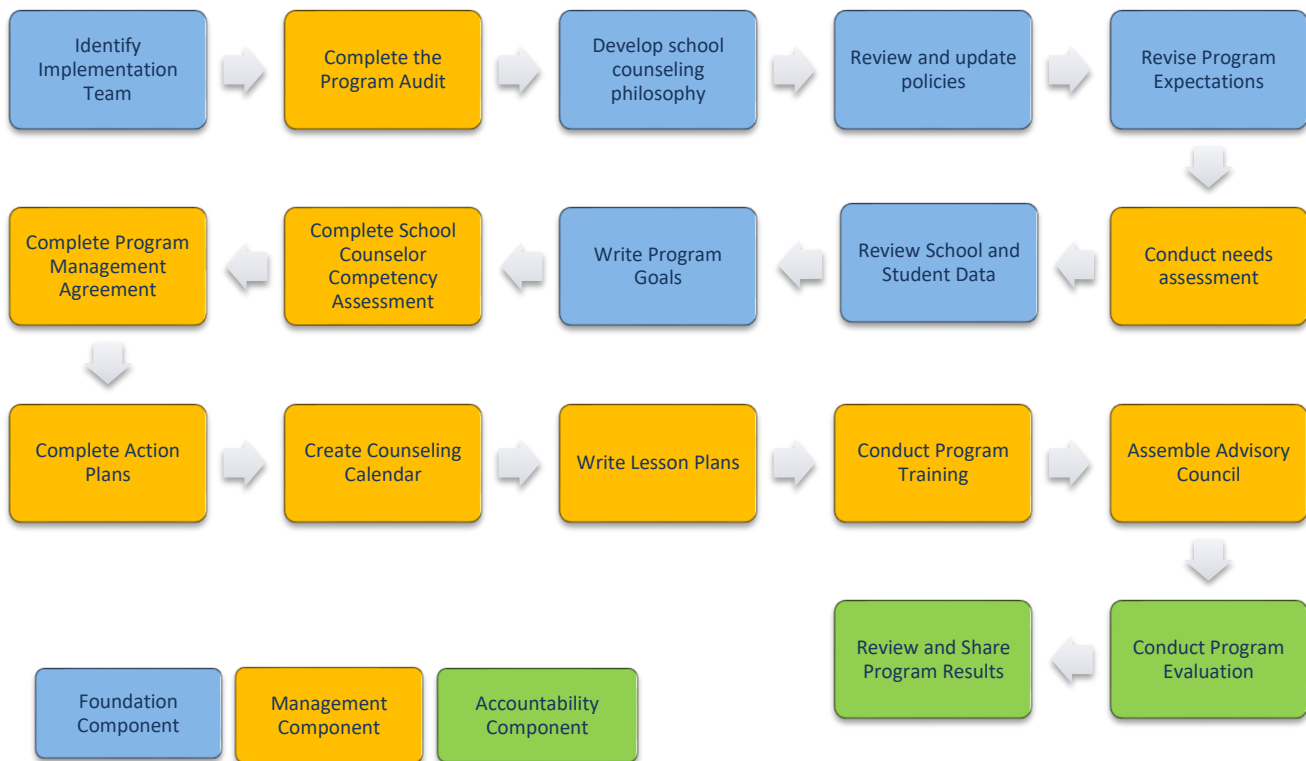
Implementing the School Counseling Model

This section of the Implementation Guide outlines the **specific steps for fully implementing the school counseling model and standards**. As school counselors begin this process of transformation, these steps will guide their work to align the counseling program to the expectations set forth in the state board policy as well as statute. The guide highlights strategies for single schools, districts, and for counselors serving more than one school. As more promising practices are identified, they will be included in future revisions of this guide and posted on the [school counseling website](#).

For school counselors serving in multiple schools, special consideration should be given to moving forward with implementation. Depending on the readiness of the schools, the counselor may determine that one school is ready to proceed with full implementation. In that situation, it is advised that the counselor begin implementation of the model in that school, while continuing to serve the other school(s). The following year, the counselor can begin implementation in the other school. When implementing in only once school, counselors can follow the guidelines for a single school team.

If all schools are ready to begin implementation, the counselor should work with the administrators to identify specific components of the program that will be implemented in all schools during the first year. The following year, additional components will be implemented. This process creates reasonable expectations for implementation while continuing to serve several different student populations.

The Implementation Process:



Each step identified in this section of the guide is aligned to the planning deadlines in the Implementation Timeline Checklist for the 2018-19 school year. The following icons will designate who has a role in completing each step. The implementation team will provide feedback and make recommendations for all of the steps.



School Counselor:

Indicates an action that should be completed or facilitated by the school counselor



School Leader:

Indicates an action that should be completed or facilitated by the school administrator and/or district school counseling supervisor



Tool:

Indicates a template, tool, or specific strategy that can be used to assist with the implementation of the school counseling program



Identify Implementation Team

While school counselors should lead the implementation process, it is critical that they identify partners in their school community who will assist with planning, provide valuable feedback, and serve as advocates for educating other stakeholders about the school counseling program. As with any committee, counselors should clearly communicate expectations of team members, identify a schedule of meetings, and provide timely feedback regarding action steps.

School teams should include the school counselor(s), an administrator, and a teacher. Schools with larger student enrollment may consider multiple teachers. The team may also consider asking parents, students, and other community partners to participate in the planning process. Their voices can be helpful in prioritizing activities as well as promoting the new counseling program.

District teams should include the school counseling supervisor and school counselors and administrators who represent all grade levels. The district coordinated school health coordinator, safe and supportive schools staff, and policy advisors would also be appropriate to include on the implementation team. Like the school team, a district team may also consider inviting parents and students to participate in the planning process.

School counselors serving in multiple schools should select a team that represents all of the schools that are beginning implementation. Utilizing one larger team rather than two separate teams will foster more collaboration between the two schools, thus creating more consistency in counseling services in the district. In addition to the school counselor, administrators and teachers from all schools should be represented on

the implementation team. The district counseling supervisors, coordinated school health coordinator, and safe and supportive schools staff may also be helpful as members of the team.



Complete the Program Audit and Implementation Plan



The first action of the implementation team is to complete a [Program Audit](#) to establish a baseline of program implementation. School counselors must incorporate a self-evaluation process within their program to continuously monitor program strengths as well as specific areas needing improvement in order to provide the highest standards within their comprehensive programs. The school counseling Program Audit is aligned to the Tennessee model of school counseling and serves as a tool for analyzing current counseling services within the context of that model. The assessment should be completed when beginning to develop a comprehensive school counseling program. The results should be analyzed to determine strengths, areas for improvement, short-term goals, and long-term goals. That information is then used to identify baseline data and create an attainable implementation plan for the program. While the assessment helps drive program development, it also can be used for accountability.

The results of the program audit will inform the next steps for implementation. The team will then develop their [Implementation Plan](#). This implementation plan template will walk the team through the steps necessary for full implementation of the revised school counseling model. Each step will be fully detailed in this section of the guide.

The school counselor will likely complete the Program Audit. The **school implementation team** should review the results of the audit and then complete the implementation plan.

The school counselor supervisor will likely complete the Program Audit based on the district as a whole. The **district implementation team** should review the results of the audit and make recommendations for completing the implementation plan at the district level. The team should also discuss the process for ensuring individual schools complete the Program Audit and Implementation Plan. This may include training as well as collecting documentation for review.

School counselors serving in multiple schools should complete a Program Audit for each school that will be implementing the school counseling model and standards. The implementation team should review the results and complete an implementation plan for each school. It will be particularly important to identify areas where the schools are aligned so that actions to complete each step can be duplicated in all buildings.



Develop the School Counseling Philosophy



The implementation team should consider why the school counseling program is important to student success and identify the unique contributions that the school counseling program can offer. The school counseling philosophy should be the filter used for all decisions made about the program. If the action is aligned to the beliefs, vision, and mission of the program, then it should be considered. However, if the proposed idea does not support the beliefs, vision, or mission, the team should identify a more appropriate course of action. For example, a school has been asked to implement a new reading program to increase literacy as well as introduce the development

of employability skills in all students. The administrator must determine which staff members should be responsible for each program. Because of limited staffing, the administrator will need the school counselor to manage one of these programs. The implementation team should look at both programs to determine if either of them are supported by the school counseling beliefs, vision, and mission. It is likely that the team will determine that the reading program will not allow the counselor to deliver the programs and services that are unique to school counseling. Conversely, the team should recognize that managing the development of employability skills in students aligns to the school counseling philosophy as well as the school counseling standards. The recommendation of the team should be that the school counselor be responsible for the employability skills program.

Beliefs

Beliefs drive and influence actions. In order to effectively support students, school counselors need to be aware of their beliefs about students, parents, instruction, and the educational process. Exploring beliefs that are outside of the counselor's awareness can prevent unintended behaviors that may disenfranchise students and impact their access to the school counseling program. For example, if a school counselor professes beliefs that underserved students are not equipped to be successful at an elite, private four-year university, he or she may not encourage economically disadvantaged students to attend an on-campus informational meeting with that college recruiter. The message that could be interpreted by the otherwise qualified students is that having a low income excludes them from these types of postsecondary opportunities.

Effective beliefs will:

- be developed by a team of stakeholders;
- indicate agreed-upon beliefs about the ability of all students to achieve;
- address how the counseling program meets students' developmental needs;
- emphasize the school counselor's role as an advocate for every student;
- identify stakeholders involved in the planning, managing, delivery and evaluation of the counseling program;
- include how data informs program decisions; and
- integrate ethical standards into the work of school counselors.

Example

The Tennessee Middle School counselors believe:

- *Each student has dignity and worth.*
- *Each student can achieve academic, social and emotional, and career success when given appropriate and timely support and interventions as well as rigorous and relevant instruction.*
- *Each student's ethnic, cultural, racial, gender, or economic differences, and special needs should be recognized and respected throughout the implementation of the school counseling program.*
- *All students will have equitable access to a comprehensive school counseling program delivered by a credentialed school counselor.*
- *The school counselors will use data to design, implement, evaluate, and continuously improve the comprehensive school counseling program.*
- *The school counselors will collaborate with students, families, stakeholders, and community partners to meet student needs.*
- *The school counselors will abide by the ASCA Ethical Standards for School Counselors.*

It is important the stakeholders assisting in the development of the counseling program have a safe space to explore their own beliefs as well as the perspectives of others. In order to build consensus for the shared beliefs of the school counseling program, the team must be able to have an honest conversation about them. As preparation for that important conversation, each individual should examine his or her own thoughts about the role that school counseling programs have in student success. Before that conversation, disseminate the following questions to each stakeholder and ask them to record their own thoughts about each one:

1. What do we believe about the ability of all students to achieve?
2. How do we address developmental needs of all students?
3. What is the school counselor's role as an advocate for every student?
4. Who do we believe is involved in planning, managing, delivering, and evaluating the school counseling program?
5. How is data used to inform program decisions?
6. How do ethical standards guide the work of the school counselors?

When the team meets together, establish how the discussion will unfold. Some groups have the individual members take turns sharing their initial thoughts for each question. Others prefer dividing into smaller groups and charting everyone's input. Let the discussion for each question guide the group to create a representative belief statement. Identify and combine similarities. The conversation should focus on gathering consensus on any differences to determine whether they should be included in the belief statement.

Once belief statements are developed, the group can further analyze them by asking the following questions about each one:

1. Why is this belief important for students?
2. What does this belief mean for the school counseling program?
3. What does this belief drive the school counselor to do?

For example, what do we believe about the ability of all students to achieve?

Potential individual responses include:

All students can achieve.

If students get the supports they need, they can be successful.

Students' needs must be addressed so that they can achieve.

Even though students' needs are different, they can all be successful.

Discussion:

1. How are these statements similar? *They all include **ALL** students. All can achieve.*
2. Where are they different? *Some talk about addressing needs. One acknowledges that students' needs are different.*

Representative belief statement:

All students can be successful when they get the support they need.

This [Group Beliefs Activity template](#) can assist with further analysis and belief development.

Belief	This belief is important for students because...	What does this belief mean for the counseling program?	What does this belief mean the school counselor will do?
<i>All students can be successful when they get the support they need.</i>	<p>It recognizes that all students have different needs, and if they get support, they can be successful.</p> <p>It recognizes that students aren't likely to be successful all on their own.</p> <p>It implies that all students will be known.</p>	<p>The counseling program must be based on students' needs.</p> <p>All students need to have access to the counseling program.</p> <p>The counseling program should work in collaboration with teachers and other educators to deliver and evaluate support for students.</p>	<p>The school counselor will use student data to determine which programs, services, and interventions to deliver. The school counselor will collaborate with students, teachers, administration, families, and other educators to identify, monitor, and evaluate relevant interventions.</p>

Using this feedback, craft a belief statement(s) specific to the impact of the school counseling program.

Belief(s):

- *All students can achieve success when they receive equitable support for their academic, social and emotional, and college and career development.*
- *The school counselor will use student data and stakeholder feedback to design, implement, and evaluate the school counseling program.*

Once belief statements have been created, the group should identify strategies for communicating the beliefs with all stakeholders. Examples of these strategies are sharing them on a school counseling website, posting them in the school counseling office, or including them in a school counseling newsletter. As stakeholders understand what is driving the counseling program, they are better equipped to support the counseling activities and interventions.

Vision Statement

The vision statement articulates the long-term outcomes expected of the comprehensive school counseling program. It should reflect the beliefs of the counseling program and serve as inspiration for school counselors. The vision should support the school and district vision statements.

Questions to consider when crafting the vision statement:

1. What do you hope your students will be able to do as a result of participating in your school counseling program?
2. If every student learned everything delivered in the counseling program, what impact would you see in individual students?
3. If you saw one of your students ten years from now, what attitudes or skills would you hope to observe in him/her?

Example

The Tennessee Elementary School counseling program envisions a future where all of our students are the best learners, workers, friends, and citizens they can be. They use their strengths and talents to accept challenges and are inspired for both short- and long-term success.

Mission Statement

The mission statement communicates how the school counseling program is going to achieve its vision. The focus is on the unique contributions that the counseling program makes. It is aligned to the school and district mission statements. The mission should address issues of equity, access, and success for every student and recognize the school counselor's role as a student advocate.

Question to consider when crafting the mission statement:

1. How would you describe your ideal school counseling program? What services, interventions, or strategies are included?
2. What does your ideal school counseling program accomplish?
3. How do you know that equity is effectively addressed throughout the counseling program?

Example

The school counseling program at Tennessee High School empowers students to discover their full potential by addressing their individual needs through a comprehensive school counseling program. Students will become independent and critical thinkers through their participation in research-based, data-driven interventions that promote academic achievement, career exploration, and social and emotional growth. School counselors advocate for equity, access, and success by identifying and addressing barriers, allowing students to become responsible, productive citizens and lifelong learners.

The implementation team should work together to answer these questions and develop both the vision and the mission statements. Clearly articulating the vision and mission will help set new expectations for the school counseling program. While it is not necessary to spend a great deal of time on every word of these statements, it is important to think intentionally about what message each statement communicates to stakeholders.

Like beliefs, it is important to communicate your vision and mission statements with various stakeholders. Think about how that will be done. What communication channels are available to share the school counseling philosophy? Should they be included on the school counseling webpage or the school webpage? Are they posted in the school counselor's office or the school office? Does the school counselor reference the beliefs or vision and mission statements when training faculty about the counseling program? Before moving on to the next step of implementation, the team should identify several methods for

communicating, explaining, and connecting the components of the counseling program to the school counseling philosophy.

Individual schools will develop a school counseling philosophy that is aligned to the school and district vision and mission. The team will determine how the philosophy is further communicated with all stakeholders.

Districts teams should consider developing district beliefs, a vision statement, and a mission statement. Individual school counselors could adopt the district statements as their own. This will foster greater consistency of counseling services throughout the district. The district team may also prefer that individual schools develop their own school counseling philosophies. In that case, the team should identify the beliefs, vision, and mission that are applicable to the district counseling department, focusing on how the department will support school counselors as they develop their individual school counseling programs. The team will determine how the philosophy is further communicated with all stakeholders.

Counselors serving multiple schools may consider using the same beliefs, vision, and mission for all of their schools. This is effective if there are similarities between all of the schools they serve. The statements may need to be personalized a bit for each campus, but could have a similar message. The team will determine how the philosophy is further communicated with all stakeholders.



Review and Update Policies



There are several Tennessee policies and statutes that guide the development and implementation of school counseling programs. Included are the state board policy and T.C.A. legislation shared earlier in this document. School counseling standards, which are included in the state board policy, should also drive the programs and services offered in the school counseling program. Counselors should deliver opportunities for all students to master the counseling standards. School counselors have ethical guidelines and competencies developed by the national professional organization, ASCA. Each of these documents sets clear expectations around the content and method of school counseling services students should receive. School counselors should ensure that the counseling program is meeting these expectations. The implementation team can support the counselor when they familiarize themselves with each of these documents and then use them as appropriate to advocate for the counseling program. This foundational cornerstone will influence many of the decisions made about how the counseling program will be delivered, so a summary of these expectations should be included in presentations made to faculty and parents. The implementation team may also want to discuss how the counseling program will be reviewed to ensure that these guidelines are met. A review of school and district policies and procedures can also be done to confirm that they are aligned to the legal and ethical guidelines for school counseling.

Individual school teams should familiarize themselves with the guidelines for school counseling and summarize to share with school faculty, parents, and students. A review of school policies and procedures should be conducted to ensure there is an alignment with school counseling guidelines. The implementation team may consider developing a counseling program review to ensure that the guidelines are followed throughout the implementation of the program.

District teams should familiarize themselves with the guidelines for school counseling. The team may want to develop a presentation that includes a summary of these guidelines for individual schools to share with school faculty, parents, and students. This presentation could also be shared with the local school board and district staff. A review of district policies and procedures should be conducted to ensure there is an alignment with school counseling guidelines. The district policy advisor can be a resource for the team as they review policies and procedures. The implementation team may consider developing a counseling program review to ensure that the guidelines are followed in all of the schools throughout the implementation of the program.

Implementation teams for **counselors working in multiple schools** should familiarize themselves with the guidelines for school counseling and summarize to share with school faculty, parents, and students. A review of school policies and procedures at each school should be conducted to ensure there is an alignment with school counseling guidelines. The implementation team may consider developing a counseling program review to ensure that the guidelines are followed throughout the implementation of the program.



Revise Counseling Program Expectations

School leaders show their commitment to the success of the school counseling program by creating the necessary environment for strong program development and implementation.



Earlier in this guide, the program expectations were introduced. All of these expectations are included in the Program Management Agreement, which should be completed by the counselor and administrator as a culmination of planning the counseling program. The implementation team should assist the counselor in preparing for that step by discussing how each of the

expectations will be met.

Budget and Resources

The school counseling budget should be driven by program goals and student needs. The school counselor should review needs assessments results, school and student data, program goals, and the school counselor competency assessment prior to developing a budget proposal.

The school counseling budget proposal should include a least three categories: resources, consumable supplies, and professional development. Facilities, technology, office supplies, equipment, and salaries are not included in the counseling budget as they are common to each educator in the school and generally included in school or district budgets.

Questions to consider when developing a school counseling budget proposal:

1. What resource materials are needed to implement the counseling program?
2. What resource materials are in the school counseling library? Can any of those be used to implement the counseling program?
3. What resource materials are available for free online, available to be borrowed from a district counseling center or another counselor, or in the department school counselor resource library? For instance, CollegeforTN.org has several interest inventories available to students. The *Eddie the Eagle* gun safety program provides free activity books to schools.
4. While some research-based programs have high efficacy rates but require the purchase of consumable student materials, are there similar products that have positive outcomes but do not require the additional investment in materials that cannot be used multiple times?

5. Are there alternate ways to deliver programs and services that do not require as many materials? For example, rather than making individual copies of a worksheet, could the activity be done in small groups with the directions projected on a screen?
6. Are there organizations that provide free resources and materials that could enhance the counseling program?
7. What professional development is needed to effectively implement the counseling program? Did the school counselor competency assessment show an area of growth in an area that aligns to school and student needs?
8. Do other counselors have similar professional development needs? If so, could a district or regional training be planned and costs shared between schools and/or districts?
9. What student outcomes can be expected from the investment in supplies, materials, or training?

It is imperative that the school counselor align the student needs and expected student outcomes to the budget request. The implementation team should help the counselor prioritize student needs and identify sources for materials, supplies, and professional development. The team may also suggest additional funding sources for the counseling program.

The counselors should conduct an audit of the facilities, supplies, equipment, and technology designated for the school counseling program. The results of the audit should be shared with the implementation team. If these materials and supplies are adequate, no additional action should be taken. If any of the resources are insufficient, the team can discuss possible solutions to share with the administrator.

Individual school teams should review needs assessment results, school and student data, program goals, and the school counselor competency assessment before developing a budget proposal that is aligned to student needs and included specific student outcomes. The team should also brainstorm solutions if the materials and resources designated for the school counseling program are inadequate.

District teams may consider gathering feedback from administrators regarding current practices for funding the school counseling program. That information should be included in a training for counselors on developing a school counseling budget proposal. If the district office has a budget, the implementation team should identify resources that will support school counselors in the schools. These resources could include materials and programs as well as professional development. The team should also advocate for school counselors to be given content-specific professional development opportunities.

Counselors working in multiple schools will develop budget proposals specific to each school. The implementation team should review needs assessment results, school and student data, program goals, and the school counselor competency assessment before developing a budget proposal that is aligned to student needs and includes specific student outcomes. The team should look for ways to utilize resources in all schools rather than buying them for each individual building. If the materials and resources designated for the school counseling program are inadequate in any of the schools, the team should brainstorm possible solutions.

Staffing

Appropriate counselor/student ratios are critical for program success and increased student achievement and development. When student caseloads exceed the recommended ratios, the implementation team should help to prioritize needs, identify strategies that will have the largest impact, and engage other educators in the delivery of the counseling program. For example, if a high school counselor has a caseload

of 500 students, it may not be realistic for the counselor to have an individual meeting with each one to discuss course selection. An effective alternative might be to ask the English teachers to partner with the counselor to present information about course selections and programs of study during an English class for each grade level. Another option would be to ask each core content teacher to spend one class period with their students presenting information about course progression in their content area. These strategies not only ensure all students have access to important course information but also builds the capacity of all educators to advise and support students. In addition to creating a shared responsibility, this process ensures that the counselor with a large caseload is given responsibilities that are aligned to the school counseling program.

Use of Time

School counselors should keep track of their time and document activities performed throughout the day. This documentation should serve as a guide for future planning and program evaluation. School counseling research indicates that school counseling programs have positive student outcomes when school counselors spend 80 percent of their time delivering direct and student support services. The 80/20 time breakdown reflects the program delivery over the course of the entire school year. The amount of time counselors should spend delivering services in each component area remains relative to the individualized needs of each school. A school counseling program must include all of the service strategies, including delivering school counseling curriculum, individual student planning, responsive services, collaboration, consultation, and referrals. If a counselor is delivering the program curriculum in a classroom rotation all day, the program will not effectively meet the needs of all students. Allowing the counselor to work with classroom teachers to develop a schedule for classroom guidance that is outside of the related arts rotation is an effective practice because it affords the counselor time in the schedule to provide all of the services expected, and it safeguards teacher planning time. If an urgent situation occurs when a counselor is scheduled to provide planning time, the teacher may have to forgo planning while the counselor assists with the unexpected situation.

Appropriate School Counseling Activities

School counselors have specific job responsibilities that direct how they provide their student population with a comprehensive school counseling program. Those responsibilities shall align to the school counselor's training and expertise so that all students will benefit from the counseling program as well as master the school counseling standards. A school counselor shall not be used as the teacher of record for content courses or for the delivery of academic interventions. School counselors may assist with the actual implementation of a schoolwide standardized testing program; however, school counselors shall not be responsible for the management or overall administration of said testing program.

Counselors can assist school leaders in reviewing assigned responsibilities by:

- identifying tasks that do not align with counseling program implementation,
- using data to determine how much time these tasks take away from the counseling program,
- identifying the counseling activities will replace these tasks and the impact on students, and
- understanding that realigning responsibilities takes time.

Several schools and districts have already realigned the responsibilities that prevent school counselors from providing the services outlined in both state board policy and legislation. Examples of these effective strategies include but are not limited to:

- An assistant principal (or team of APs) serve as testing coordinators. Due to the high stakes nature of testing some districts feel that the testing coordinator needs to be in a supervisory role.
- Aspiring school leaders (teachers pursuing administration certification) are assigned the role of testing coordinator.
- A lead teacher is given an additional planning period to coordinate and plan testing.
- The principal uses discretionary funds from school budget to provide a stipend for a staff member to coordinate testing after school hours.
- Site-based technology teachers and/or media specialists coordinate testing.
- Retired teachers are temporarily hired to assist with providing instructional interventions.

The **individual school** implementation team should help the school counselor assess how his or her roles and responsibilities are supporting the counseling program. If there are misaligned responsibilities, the team should help review the counselor's use of time and make recommendations for adjusting those responsibilities. The implementation team should also identify strategies to engage other educators in the delivery of the counseling program.

The district implementation team should develop a process for school counselors to assess how their roles and responsibilities are supporting the counseling program. Conducting training with administration will equip school leaders to better align responsibilities to the school counselor's training and expertise. The team should also identify school leaders who have successfully aligned school counselor roles and responsibilities and employ them to share their process and plan with other administrators. The district team may also want to designate specific dates for counselors to conduct use-of-time assessments, review the results, and make recommendations for continued improvement to both counselors and school leaders.

The implementation team for **counselors working in multiple schools** should help the school counselor assess the how his or her roles and responsibilities are supporting the counseling program in each building. If there are misaligned responsibilities, the team should help review the counselor's use of time and make recommendations for adjusting those responsibilities. The implementation team should also identify strategies to engage other educators in the delivery of the counseling program.



Conduct a Needs Assessment

Needs assessments allow stakeholders to provide feedback on the effectiveness of the counseling program and indicate where there are opportunities for program growth. This perception data should be combined with the school and student data to plan the specific programs and services included in the counseling program. An effective needs assessment includes the participation of a representation of all stakeholder groups, so the counselor should give careful thought to who will be asked to complete the assessment. Examples of these groups include students, parents, teachers, and administration. Make sure that each group's demographic, and cultural composition is reflected in the representative sample.

The needs assessment should be designed to provide data on the students' attitudes, knowledge, skills, and experiences. Collecting meaningful data relies on the use of effective and user-friendly instruments. The school counseling standards should drive the content of the questions. When constructing the assessment

instrument, consider the ease of administration, scoring, and analysis of results. Perception data can be collected through surveys with Likert scales, scaling techniques, recall, and problem-solving questions.

Question Type	Definition
Likert	Provide a list of “I believe,” “I can,” “I know,” or “I have” statements and ask stakeholders to rate where the students fall on an even number scale.
Scaling	Using a number line, thermometer, or other graduated figure, label the ends with conflicting values of the concept being measured. Ask stakeholders to indicate where on the scale their answer to the question lies.
Recall	Ask a question that requires a specific answer using prompts such as describe, define, list, and identify.
Problem solving	Present a problem scenario and ask the stakeholder how the student would solve the problem effectively.

The **individual school** implementation team should help the school counselor develop an appropriate needs assessment tool as well as identify a representative variety of stakeholders to complete it. The counselor will administer and score the assessment. The team should review the results and use to develop appropriate program goals.

The **district implementation team** may want to create a needs assessment that will be used throughout the district. Another option would be to provide an opportunity for counselors to collaborate and create individual needs assessments for each school. The team should ensure that the results are used to drive program goal development.

The implementation team for **counselors working in multiple schools** should help the school counselor develop an appropriate needs assessment tool as well as identify a representative variety of stakeholders to complete it. The counselor will administer and score the assessment. The team should review the results and use them to develop appropriate program goals.



Review School and Student Data

In order to develop a data-driven comprehensive school counseling program, school counselors need to identify and analyze various forms of student and school data. Often these different data elements are found in a variety of places. Utilize academic coaches, attendance personnel, the state report card, and student management system managers to access the data.



The department has collected many of these data in the [State Report Card](#). Data can be reviewed at a school, district, and state level. The Profile page includes student demographics as well as value-added composites, student achievement on state assessments, graduation rate, and ACT data. The Comparisons tab allows the user to create a comparison between the state, schools, and districts on the following measures: Achievement, Graduation Rate, ACT Scores, Student Enrollment and Ethnicity, Per-Pupil Funding, and Value-Added Composite Scores. The College and Career Readiness tab includes data on graduation rates, ACT scores, ACT college readiness benchmarks, and students meeting the HOPE Scholarship Eligibility on ACT. The [State Report Card Quick Guide](#) provides explanations and instructions about how to access school data.

Once you have gathered the data, you are ready to analyze it to determine what areas the school counseling program can impact. School data typically falls into one of two categories of data: achievement and behavior. These data tell a broader story about what is happening in the school. Further examination of each group of data will reveal more specific and focused issues. Those specific areas will begin to reveal potential strategies and interventions that should be considered for inclusion in the counseling program. The chart below identifies some of these subsets of data.

Achievement	Behavior
<ul style="list-style-type: none"> • Proficiency levels • Class failure • Below grade-level performance • Third grade literacy • Repeated courses • EPSO credits earned • Algebra I failures • ACT scores • On track vs. not on track for graduation • Postsecondary acceptance • Postsecondary enrollment • Postsecondary persistence 	<ul style="list-style-type: none"> • Disciplinary referrals • Offense category • In school suspension • Out of school suspension • Expulsion • Alternative placements • Unsatisfactory conduct • Referrals for behavioral intervention support • Course enrollment patterns • FAFSA completion • College application completion • Completion of college or career interest inventory • Postsecondary enrollment rates • Excused vs. unexcused absences • Specific number of absences • Specific number of tardies • Specific number of early dismissals

Consider the following strategies for your data analysis:

- Find other teams that are looking at the data and work together.
- Identify significant needs and major trends.
- Review the *School Improvement Plan* to prioritize needs.
- Select specific subsets of data for further review.
- Disaggregate the data by subgroups.
- Compare performance of subgroups to school demographics.
- Note areas of discrepancy, underrepresentation, or overrepresentation.
- Gather perception data around any of the discrepancies discovered from various stakeholders.

Once you have studied the data, it is time to consider writing program goals that will drive the development and implementation of the school counseling program. Using a data-informed decision-making cycle ensures that the school counseling program will be relevant to student and school needs. School counselors will have a measurable student outcome to determine program effectiveness. The following model can be employed for using data to drive program development.

Data-Driven Improvement Process



The **individual school** implementation team should review school and student data as well as assessment results to identify gaps and opportunities for growth. The team will help to prioritize needs and help the counselor utilize the information for program planning.

The district implementation team should review district and student data to identify gaps and opportunities for growth. The team will help to prioritize needs and help counselors utilize their information for program planning. This may include training to ensure the counselors are able to use the data-driven improvement process.

The implementation team for **counselors working in multiple schools** should review school and student data as well as assessment results to identify gaps and opportunities for growth. The team will help to prioritize needs and help the counselor utilize the information for program planning.



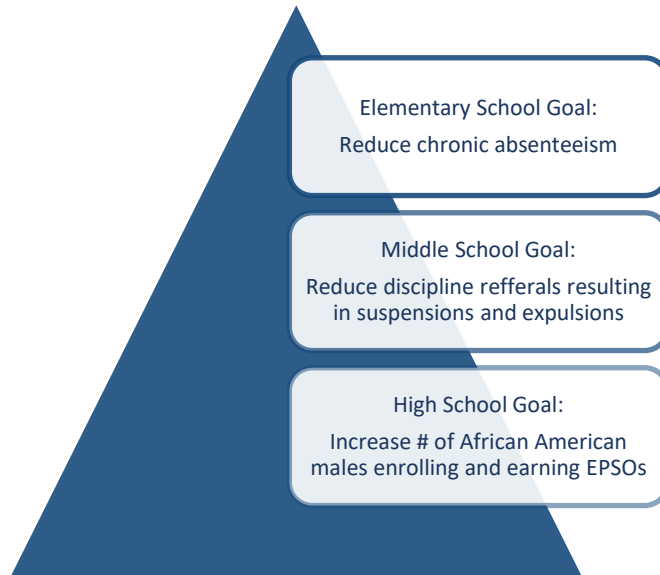
Write Program Goals



Effective school counseling programs will likely have multiple student outcomes each year. Historically, these outcomes were planned for and evaluated informally. Formally identifying and communicating specific program goals each year allows school counselors to concentrate program services and activities in an intentional manner. These goals serve as evidence of how the school counseling program contributes to the success of the school. Program goals should address student and school needs, align to the school improvement plan, and reflect the unique contributions of the school counseling program. These goals can focus on a larger group of students with a general need or they can concentrate on a specific need of a subgroup of students. For example, increasing the daily attendance rate is a general issue that involves all students. Increasing the number of economically disadvantaged twelfth graders who complete

the FAFSA is a goal that involves a very specific group of students. Both types of program goals are appropriate and can show the impact of the school counseling program. It is important to remember that while the program goals will provide direction for the school counseling program, they are not meant to encompass every service and activity of the program.

School Counseling Program Goals Examples



While school counseling goals do not have to be written in a specific format, it is recommended that each goal is specific, measurable, attainable, results oriented, and time bound ([SMART goals](#)). When choosing a data element to impact, consider the availability of the data. Having access to data that is already collected by another source, such as attendance or achievement, will expedite the evaluation of the program goal. When establishing the anticipated growth of the data element, consider the number of students who will be impacted. Moving data on a large number of students may be more challenging than it could be with a smaller group of students. For example, increasing the attendance rate by one to two percent could be very

substantial when considering the entire student population. However, increasing the percentage of economically disadvantaged seniors who complete the FAFSA by 25 percent is attainable because it involves a smaller number of students.

At the conclusion of the school year, or alternate timeline determined when developing the program goal, it is important to communicate the results with stakeholders. **School counselors should be able to articulate the impact of the school counseling program.** Sharing outcome data for each of your program goals allows stakeholders the opportunity to reflect on the contribution of the counseling program and provide feedback for improving the services available to students. As school counselors show how their program positively impacts student success, school leaders can work to provide more opportunities for increasing these important practices. This kind of systemic change benefits students by increasing their access to high-quality school counseling services.

A MEASURE of Student Success

An effective process for developing program goals is MEASURE. MEASURE, a six-step accountability process, helps school counselors use readily available school data to support the success of all students, especially underserved and underrepresented populations. MEASURE demonstrates the impact of school counseling on measurable indicators of success such as attendance, achievement, course enrollment patterns, and postsecondary-going rates. MEASURE—an acronym for Mission, Elements, Analyze Data, Stakeholders Unite, Reflect and Revise, and Educate—walks school counselors through the review of student and school data, the development of a school counseling program goal, the identification of intervention strategies that can be implemented by a variety of stakeholders to impact that data element, and the evaluation of the initiative towards meeting the program goal. MEASURE allows school counselors to demonstrate both their effectiveness and partnership in achieving positive student outcomes.

The [MEASURE template](#) provides instructions for each step of the process. Linking the school counseling *mission* ensures that the focus of the MEASURE aligns to school improvement goals and supports the school counseling program. Identifying and *analyzing* school and student *data elements* will reveal both priority needs as well as potential strategies for effectively addressing the selected program goal. In the *stakeholders unite* section, school counselors determine the services and interventions they will deliver in their counseling program. They also connect the relevant strategies of other stakeholders to the initiative. After the interventions have been completed, the counselor reviews the data to determine if the program goal was achieved. The *reflection* questions prompt the counselor to evaluate which strategies were effective and which should be *revised* for a better outcome. Finally, the MEASURE template includes a one-page summary that counselors can use to *educate* stakeholders about the initiative and the outcome of their collaborative work.

These examples of completed MEASURES show counseling program goals at various grade levels. The MEASURES emphasize the collaboration shared between the school counselor and administrators, teachers, and other stakeholders.

[Elementary School
MEASURE](#)

[Middle School
MEASURE](#)

[High School
MEASURE](#)

The **individual school counseling implementation team** should review school and student data, which includes achievement and behavioral data. The team will identify areas of the school counseling program that will impact critical data elements included in the school improvement plan. It is important to keep in mind that the program goal is not limited to programs and services delivered only by the school counselor. Strong counseling program goals will engage other educators and stakeholders to work together to improve the need identified in the program goal. The team should identify the baseline and set a specific, measureable outcome goal. While the school counselor should determine what is the best method for writing the goal, either MEASURE or SMART goals, the implementation team will monitor progress toward meeting the goal throughout the year and make recommendations if strategies or activities need to be revised for a better outcome. The team also serves as an advocate for the counseling program goal by bringing awareness to the counselor's work and ***making connections to other initiatives as those opportunities arise.***

District implementation teams should review district strategic plans to identify areas that school counseling can impact. The team may want school counselors to connect their program goals to both school and district improvement plans. The district team should determine what method counselors will use for writing their goals, either MEASURE or SMART goals, and provide appropriate training to ensure that they have the support and resources needed to develop strong program goals. The implementation team will monitor progress toward meeting the goal throughout the year and make recommendations if strategies or activities need to be revised for a better outcome. The team also serves as an advocate for counseling program goals by bringing awareness to counselors' work and making connections to other initiatives as those opportunities arise. The district school counselor coordinator should report each school counselor's progress toward meeting the identified program goal at the end of each year. The implementation team should review this report, recognize outstanding accomplishments, and make recommendations for future program goals.

School counselors serving in multiple schools need the assistance of the implementation team to review school and student data for all schools, which includes achievement and behavioral data. The team will identify areas of the school counseling program that will impact critical data elements included in the school improvement plan. The team is challenged to look for similar needs in all schools so that program goals can support each other. For those serving in multiple schools, it is very important to engage other educators and stakeholders to work together to improve the needs identified in the program goals. The team should identify the baseline and set a specific, measureable outcome goal. While the school counselor should determine what is the best method for writing the goal, either MEASURE or SMART goals, the implementation team will monitor progress toward meeting the goal throughout the year and make recommendations if strategies or activities need to be revised for a better outcome. The team also serves as an advocate for the counseling program goal by bringing awareness to the counselor's work and making connections to other initiatives as those opportunities arise.



Complete the School Counselor Competency Assessment



Professional school counselors should reflect upon their own knowledge, attitudes, and skills to ensure optimal functioning and address any areas of need. The school counselor competency assessment helps school counselors measure their own capacity to effectively plan, deliver, and evaluate a comprehensive school counseling program. The results of the assessment should be compared to needs assessment to craft a professional growth plan that will grow the counselor's

skills and knowledge. The school counselor competency assessment can be found here:
<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

Counselors should print the competencies and check each one that they have mastered. The results should be aligned to the program goals and needs identified in the data review. The counselor should set specific professional growth goals with associated student outcomes expected when the professional growth goal is met. The counselor will identify professional development opportunities that will build his or her capacity to more effectively meet students' needs. The professional growth plan is included in the Program Management Agreement.

The implementation teams for individual schools and counselors in multiple schools may provide ongoing support as needed. **District implementation teams** may want to collect professional growth goals to inform district-led counselor professional development.



Complete the Program Management Agreement



The [Program Management Agreement](#) is a tool designed to help facilitate the planning of the comprehensive school counseling program between the administrator and school counselor(s). It sets clear expectations for the school counseling program each year. It establishes program goals, specific counselor responsibilities, and support for the counseling program. Program management agreements are to be completed at the beginning of each school year between school counselors and the principal. Decisions should be made based on site needs and data analysis. The school counselors should prepare a draft to share with the administrator. Together they will review the document and arrive at a consensus for the expectations for the counseling program and the supports necessary for successful implementation. When the principal and school counselors meet and agree on program goals, implementation strategies, and the organization of the counseling department, the entire program runs more smoothly and is more likely to produce the desired results for students.

The **implementation teams for individual school counselors** will assist in the development of many of the components of the Program Management Agreement. The actual completion of the agreement should be done by the administrator and school counselor.

District implementation teams may provide training to school administrators about the program management agreement. The team should set deadlines for completion of the document as well as collect and review individual schools' management agreements.



Complete Action Plans



For effective delivery of services, school counselors must develop plans of action detailing program activities as a means of addressing how desired results will be achieved. The curriculum, small group, and closing the gap action plans consist of structured developmental interventions designed to assist students in mastering school counseling standards.

Action plans usually contain:

- goals to be addressed

- counseling standards aligned to the goal
- description of the activity
- curriculum/materials being used in the activity
- time line for completion
- person(s) responsible
- means of evaluation
- expected result as demonstrated by student

Curriculum Action Plans

The school counseling core curriculum is designed to facilitate the systemic delivery of lessons or activities to all students. These should be aligned to the school counseling standards. The school counselor curriculum promotes knowledge, attitudes, and skills through instruction and/or experiences in three domains (academic, social and emotional, and college and career readiness). When developing the [curriculum action plan](#), include all the activities supporting the school counseling standards that will be delivered to large groups, grade levels, or all students. Specify the plans for collecting all three types of data (process, perception, and outcome) and measuring. It is important to remember that the school counseling curriculum may be delivered by other educators. For example, the school counselor can consult with the health teacher to identify shared standards and then provide additional resources that the health teacher can use when teaching the respective lessons. Community organizations may also conduct school programs around certain topics. These activities should be considered as part of the delivery method for the school counseling curriculum.

Small Group Action Plan

School counselors provide small group counseling to address specific needs that are impacting a small number of students. Small group counseling has been shown to lead to positive student outcomes in both achievement and behavior. These groups can serve both prevention and intervention purposes. Small groups should have a minimum of four sessions. The [small group action plan](#) organizes the goals of small group activities. Include all small groups offered throughout the year on the action plan. The action plan should connect each small group to counseling standards and anticipated student outcomes. Additionally, the action plan shows how the counseling program is meeting specific student needs as well as revealing any gaps in services.

Closing the Gap Action Plan

When school counselors work with school leadership teams to review student and school data, achievement and opportunity gaps begin to emerge within various subgroups of students. Services and interventions delivered in a comprehensive school counseling program should be included as a strategy to close those gaps. The closing the gap action plan identifies the specific activities the counselor can lead to close the gaps within student subgroups. Completing the [closing the gap action plan](#) will lead the counselor through the process of reviewing student and school data for specific data elements that the counseling program can impact, design services and interventions that are aligned to school counseling standards, and define how the activity will be measured to determine its effectiveness in closing the identified gap. The counselor may deliver multiple services to address the gap. For example, if postsecondary enrollment is the gap being addressed, the counselor may plan a college fair for students, a financial aid night for parents, and sessions with individual students to complete the TN Promise application. All of these activities should be included in the closing the gap action plan.

School counselors should include time in their calendar to gather, analyze, and share the data showing the outcomes of the counseling interventions delivered in any of the action plans. This data is important for reviewing and revising the comprehensive school counseling program, evaluating the effectiveness of the school counselor, and advocating for the counseling program with all stakeholders.

School counselors should complete each of the action plans. The **implementation team at individual schools** should review the plans and make recommendations as appropriate. The team may either partner with the counselor to deliver specific interventions included in the action plans or identify and recruit other educators to partner with the school counselor.

District implementation teams should provide training on completing action plans to school counselors. The team may want to identify a timeline for completion of the plans at individual schools. The team should also review and provide feedback on action plans as appropriate.

Counselors serving multiple schools may want to create action plans for interventions that can be delivered at all schools. The **implementation team at individual schools** should review the plans and make recommendations as appropriate. The team may either partner with the counselor to deliver specific interventions included in the action plans or identify and recruit other educators to partner with the school counselor.



Create a Counseling Calendar

School counselors should develop and publish calendars that communicate school counseling program events and activities. Calendars support program planning and help to facilitate involvement of students, parents, teachers, and administrators in the school counseling program. An annual calendar should include major school counseling activities such as college and career events, parent workshops, and registration dates. Annual calendars should also include when the school counseling curriculum will be delivered as well as the scope and sequence for the curriculum delivery. Weekly calendars should reflect the structure of the school counselor's daily time. Publishing these calendars can be great public relations tools. Be sure to remove any confidential information to protect the privacy of students, parents, and teachers. Thought must be given as to consistency of timing and distribution methods, format, and attractiveness of the design, color, and detail.

When counselors develop their working calendars, it is a good time to think about including a process for documenting how their time is spent. School counseling research indicates that school counseling programs have positive student outcomes when school counselors spend 80 percent of their time delivering direct and student support services. The remaining 20 percent of the school counselor's time should be used for the remaining three program components, foundation, management, and accountability, and fair-share responsibilities. The 80/20 model should be reflective of the total counseling program. During various times throughout the school year, it may be necessary for school counselors to invest more time in different areas of the school counseling program.

School counselors can improve their counseling program by monitoring how their time is spent. Analyzing counselor time can also reveal inefficient practices or barriers that interrupt the delivery of counseling services. As a matter of organization, school counselors should document planned activities and events such as:

- student appointments,
- scheduled lessons,
- small groups,
- student support meetings,
- teacher consultations,
- parent meetings,
- special events, and
- trainings.

School counselors can develop their own system for recording activities of the counseling program on the calendar. Flexibility should be built into a weekly calendar to allow for unexpected or urgent situations that occur. While those events cannot be included when the calendar is created, it is good practice to document them in the calendar after they are handled. This will provide information on how to plan the counselor calendar to improve services. For example, in reflecting over several weeks of weekly calendars, the counselor notices that there are multiple unplanned situations that occur first thing in the morning. These events caused her to cancel or reschedule a previously planned classroom lesson. Rather than continue to plan classroom lessons at the beginning of the school day, the counselor may identify another time that has not been interrupted to schedule the lesson with the teacher. This prevents the teacher from altering the classroom activities at the last minute and both the teacher and counselor from having to continually readjust their schedules.

At least twice a year, counselors should conduct a thorough analysis of their calendar. Carefully calculate how all of the time was spent during that week. Counselors should answer the following questions about their use of time:

1. How close am I to allocating at least 80 percent of my time to direct and student support services? What supports and/or prevents me from meeting the 80/20 goal?
2. Is the amount of time allocated to any particular service or activity the most effective use of my time?
3. Are the selected delivery methods and strategies the best use of school counseling time that will lead to meeting the program goals?

Share the results of the use-of-time analysis with administrators and the advisory council to advocate for support to protect the time of the school counseling program.

School counselors will create their counseling calendar during the planning process. **The implementation team** can help the counselor identify strategies for sharing the counseling calendar with stakeholders. The team can also brainstorm ways to improve delivery of services by reviewing the results of the use-of-time assessment. **Teams supporting counselors in multiple schools** should identify opportunities to align the calendars of the individual schools for efficiency and greater collective impact.

District implementation teams should provide support to school counselors as they complete calendars by making them aware of district events and initiatives that will impact individual school calendars. The team may want to identify a timeline for completion of the calendars at individual schools. The team should also review and provide feedback on action plans as appropriate.



Write Lesson Plans

As school counselors develop lesson plans to address the school counseling standards, areas of consideration should be what will be delivered, to whom it will be delivered, how it will be delivered, and how effectiveness will be evaluated. Well-developed lesson plans include the following components:



- school counseling standards
- learning objectives
- materials
- procedure
- plan for evaluation
- follow-up

The department has created a [template](#) for collecting high-quality lesson plans to address the school counseling standards. Counselors should use this template when they submit example lesson plans for the school counseling resource guide. The online guide will be available for counselors beginning in the fall of 2017.

Many school counselors have a wealth of lesson plans for classroom lessons and group activities. With the initial counseling standards rollout, these lessons should be reviewed to ensure they align to the new standards. Writing lesson plans will be an ongoing process, and the **implementation teams for individual counselors** can offer suggestions or review lesson plans as needed.

District school counselor supervisors may create collaborative opportunities for school counselors to develop and write lesson plans together. The **district implementation team** may review lessons plans to identify high-quality examples.



Conduct Training on the Counseling Program

As implementation teams revise current counseling programs, it will be important to include all stakeholders in trainings on new expectations, services offered, processes, and program goals.

This is an important opportunity to communicate with students, parents, and teachers the types of services and support the counseling program provides. Be sure to include a clear process for how stakeholders can access the counseling services. If there are referral forms, distribute copies and discuss instructions for how to complete them.

Trainings can be both formal and informal. Consider the various stakeholder audiences and determine the appropriate presentation style and delivery method. The **implementation team for individual schools** should assist in both the development and delivery of the presentations to stakeholders. Strong team involvement will help communicate that school counseling is an important part of the educational program.

The **district implementation team** may consider creating a presentation that can be individualized for each school. This will create consistent communications throughout the district. If there will be processes that should be used consistently throughout the district, the team should ensure that clear instructions are included in the presentations.

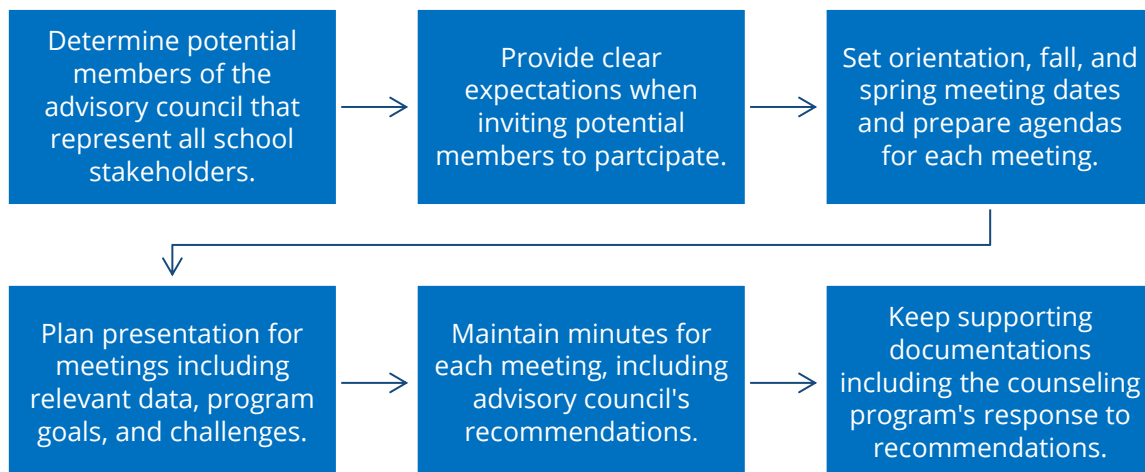


Assemble an Advisory Council

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 counselors, teachers, parents, students, administrators, and community representatives. The role of the advisory council is to:

- examine data and provide feedback on the development of the school counseling program goals,
- review progress toward meeting program goals,
- make recommendations for the school counseling program, and
- advocate for the school counseling program.

Advisory councils should meet twice a year at a minimum and have an agenda and minutes as documentation. Best practice for creating a strong advisory council include the following steps:



The implementation team for individual school counselors should assist the counselor in identifying the structure and goals of the advisory council. The team can also identify individuals who should be considered for the advisory council. In some cases it would be appropriate to have implementation team members serving on the advisory council. However, it is important to have representatives who can provide a different perspective of the school counseling program. The school counselor will plan advisory council meetings and agendas.

District counseling supervisors should establish a district advisory council to provide feedback and recommendations for district school counseling goals and to monitor district implementation of the school counseling model and standards. **The district implementation team** can assist by identifying the structure, representation, and goals of the district advisory council.

School counselors serving in multiple schools should consider if all of the schools can be supported by a single advisory council or if each school should have its own council. The implementation team should assist the counselor in identifying the structure and goals of the advisory council(s). The team can also identify individuals who should be considered for the advisory council. In some cases, it would be appropriate to have implementation team members serving on the advisory council. However, it is important to have representatives who can provide a different perspective of the school counseling program. The school counselor will plan advisory council meetings and agendas.



Conduct a Program Evaluation

School counselors regularly evaluate the effectiveness of their counseling programs.



Stakeholders at the school, community, and state levels seek evidence that school counseling programs are accountable, promote student achievement, and address an advocacy agenda for equity in educational opportunities for **all** students. Counseling programs share accountability for school improvement with the school and community. School counselors should develop specific and measurable goals and then demonstrate the impact of the counseling program on their students. Accountability measures help the counselor to monitor student achievement and growth. Counselors should be able to clearly articulate how their students are different as a result of the comprehensive school counseling program. An annual comprehensive counseling program evaluation will identify strengths and opportunities for growth. This program evaluation

should include quantitative and qualitative data as well as feedback from a variety of stakeholders. The evaluation results should be used to drive future program goals and services and improve results for students. Additionally, the evaluation will show how well the counseling program is implementing the four components of the model of practice.



Like the needs assessment, the program evaluation should be designed to provide data on the growth of students' attitudes, knowledge, skills, and experiences. Collecting meaningful data relies on the use of effective and user-friendly instruments. The school counseling standards should drive the content of the questions. When constructing the evaluation instrument, consider the ease of administration, scoring, and analysis of results. Perception data can be collected through surveys with Likert scales, scaling techniques, recall, and problem-solving questions. Counselors may use questions from the needs assessment as a starting point for creating the program evaluation.

In addition to the program evaluation, there are additional evaluations that can provide meaningful feedback on program effectiveness. Professional school counselors in Tennessee can utilize the following tools and practices to enhance professional growth and program development:

School Counselor Competencies Assessment Analysis

The School Counselor Competencies Assessment Analysis is a self-analysis that should be completed using the ASCA School Counselor Competencies as a checklist. The primary purpose of this assessment is to determine the counselor's areas of strength and areas of improvement as related to the school counseling profession. After competencies are reviewed, school counselors should implement a professional growth plan as needed, in order to address the competencies that need improvement. The Competencies Assessment should be continuously reviewed during the school year.

School Counselor Professional Evaluation

School counselors will have a professional evaluation conducted in accordance with the policies and procedures of the Tennessee Department of Education. Because of the variety of services, programs, and interventions included in the counseling program, school counselors should be evaluated based on the totality of the program rather than one part (i.e. classroom counseling curriculum delivery). The department will provide specific guidance for appropriate school counselor professional evaluations. The school counselor competencies assessment determines the counselor's areas of strength and areas for improvement as related to the school counseling profession. School counselors should develop a professional growth plan to address the competencies that need improvement.

In the state of Tennessee, school counselors are evaluated using the Tennessee Educator Acceleration Model (TEAM) for School Services Personnel. Using TEAM for program evaluation will assist both school counselors and administrators to work collaboratively in order to increase the quality of school counseling services offered across the state. Like other educators evaluated using TEAM, school counselors will be required to be evaluated multiple times throughout the school year. Because school counselors often work in a non-classroom setting, a school counselor evaluation will consist of conversations with the assigned evaluator in order for the evaluator to understand a school counselor's level of competency in the services they provide (i.e., delivery, planning, environment). Rubrics used for evaluation can be found on the TEAM website: <http://team-tn.org/evaluation/teacher-evaluation/>. Evaluation will also include rating on the Professionalism Report.

The **individual school** implementation team should help the school counselor develop an appropriate program evaluation tool as well as identify a representative variety of stakeholders to complete it. The counselor will administer and score the evaluation. The team should review the results and use them for planning the next year's program. The school counselor should discuss the competency assessment results and professional evaluation with the administrator.

The district implementation team may want to create a program evaluation that will be used throughout the district. Another option would be to provide an opportunity for counselors to collaborate and create individual program evaluations for each school. The team should ensure that the results are used for program accountability and to drive the next year's program goal development.

The implementation team for **counselors working in multiple schools** should help the school counselor develop an appropriate program evaluation tool as well as identify a representative variety of stakeholders to complete it. When possible, create an evaluation instrument that can be used in all schools. The counselor will administer and score the evaluation. The team should review the results and use for planning the next year's program. The school counselor should discuss the competency assessment results and professional evaluation with the administrator.



Review and Share Program Results

School counselors should collect and analyze student and school data to inform and guide the development of a comprehensive school counseling program. Data reviews are needed to contribute to the success and impact of the counseling program. School counselors monitor student progress through collection of various types of data:



- **Process data** offers evidence only that an event or activity occurred. It answers the question, "What did you do for whom?" For example, 148 sixth graders attended the summer orientation program.
- **Perception data** is gathered from needs assessments or surveys and report opinions at the time of data collection. It answers the question, "What do people think they know, believe, or can do?" This can be collected using pre- or post-tests, needs assessments, program evaluation surveys, or feedback surveys.
- **Outcome 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, 2012).

Program Results Reports

School counseling programs are designed to be continuously evaluated for their effectiveness, while also revealing areas that need modification. School counselors should be able to provide accountability by compiling program results and sharing them with stakeholders. These reports ensure programs are carried out, analyzed for effectiveness, and continuously improved as needed. The goal is to demonstrate student mastery of counseling standards. School counselors have an ethical obligation to present this information to stakeholders to promote a better understanding of how the school counseling program contributes to student success. Three types of results reports can be created based on the pre-existing action plans. The following reports may be helpful to enhance counseling programs:

- [Curriculum Results Report](#)
- [Small Group Results Report](#)
- [Closing the Gap Results Report](#)

After the reports are created, a careful analysis of the results of each report should be conducted. When reviewing the data, school counselors should address the following questions:

- Did the choice of curriculum/activities support the learning goals?
- What can be learned from reviewing the process/perception/outcome data?
- What are the implications of recommendations?

Use-of-time Assessment Analysis

ASCA recommends that school counselors complete a use-of-time assessment twice a year and analyze the results. Counselors should consider the following issues while reviewing the results:

- comparison to ASCA recommended use of time recommendations
- effectiveness of time spent on activities
- delivery methods and relationship to program goals

Sharing the results of the use-of-time analysis with administrators and the advisory council helps counselors advocate for support to protect the time of the school counseling program.

Analysis of Program Audit

The program audit will determine if the school counseling program addresses and meets the benchmarks for the four components of the revised school counseling model: **foundation, management, delivery, and accountability**. School counselors should compile evidence and documentation such as program management agreements, needs assessments, program goals, annual calendars, action plans, and accountability reports. The results of this audit will drive future program implementation goals.

Regularly sharing the data that is collected throughout the school year is also an important aspect of school counselor accountability. School counselors have an ethical obligation to present this information to stakeholders to promote a better understanding of the important role that the school counselor's influence plays in student success.

Sharing results can be done through websites; presentations to faculty, staff, and administrators; reports to school board members; handouts distributed at school events; and inclusion in the school or district's data materials.

The school counselor should prepare a one-page summary of the results of the school counseling program's goals, action plans, and evaluation. The **implementation team at individual schools** should review the results reports, program goals, and professional growth goals to identify and celebrate areas of growth. The team may also make recommendations for program goals and the implementation plan for the next school year. The implementation team should assist the counselor in sharing the overall program results with other stakeholders.

The district counseling supervisor should collect and review each school counselor's program results summary. The supervisor may create a report highlighting each school's individual successes to share with district and state leadership. This type of report will increase awareness of the impact of high-quality school counseling programs and could influence policy and funding decisions. The **district implementation team** should also review the results report to identify and celebrate areas of growth. The team may also make recommendations for program goals and the implementation plan for the next school year. The implementation team should assist the school counseling supervisor in sharing the overall program results with other stakeholders.

The **school counselor serving in multiple schools** should prepare a one-page summary of the results of each school counseling program's goals, action plans, and evaluation. The implementation team should review the results reports, program goals, and professional growth goals to identify and celebrate areas of growth. The team may also make recommendations for program goals and the implementation plan for the next school year. The implementation team should assist the counselor in sharing the overall program results with other stakeholders at each school.

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