The Arkansas Model: A Framework for School Counseling Programs

Adopted by

ARKANSAS SCHOOL COUNSELOR ASSOCIATION

and the Arkansas Department of Education
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Forward

ASCA’s National Model for School Counseling Programs reflects a comprehensive approach that includes the program’s foundation, delivery, management, and accountability. This model provides the mechanism through which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs to promote students’ success. The model provides a framework for the program components, the school counselor’s role in implementation, and the underlying philosophies of leadership, advocacy, and systemic change. When implementing a program based on the National Model, school counselors switch their emphasis from service-centered for some students to program-centered for every student. The old question was “What do school counselors do?” The new question is “How are students different because of the school counseling program?” Program components combine to promote student success…today’s school counseling programs are focused on achieving results.

Traditional school counseling role descriptors emphasized the “three C’s”—coordination, consultation and counseling. Role descriptors in the new model are leadership, advocacy, systemic change and collaboration.
Acknowledgements

Arkansas School Model Steering Committee:
Alicia Donner – Chairperson, Dr. Nola Christenberry, Dr. Carol Maines and Dianne Letsch

Arkansas School Model Committee:
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Judy Bower and Trish Hatch
ASCA National Model for School Counseling Programs

Norm Gysbers and Patricia Henderson
Developing and Managing Your School Guidance Program
Leading and Managing Your School Guidance Staff

The Education Trust
National School Counselor Initiative: Met Life Foundation
Transforming School Counseling in the Transforming School Counseling Initiative

Various State Models, including:
New York
Arizona
Florida
Missouri
Idaho
North Dakota
Utah

The National Center for School Counseling Outcomes Research
Introduction

Counseling and guidance programs have gone through an evolution spanning several decades. The counseling movement was initiated in 1957 with the launch of the Sputnik satellite and the realization that the United States was behind in the space exploration race (Gibson & Mitchell, 1995). Federal monies were appropriated to train guidance counselors who could identify gifted and talented students and guide them into math and science majors (Schmidt, 1999). The early mission of guidance programs was in terms of specific student outcomes.

Since that time, the mission of counseling and guidance programs has become vague. Some programs focus on special student populations, whereas others focus on disruptive behaviors and disciplinary problems, and still others are fashioned after administrative tasks (Baker, 1995). Staffs of such programs conduct tasks such as scheduling, substitute teaching, hall and bus duties, and record keeping. The constant needs posed by crisis-driven counseling allow little time to address developmental issues in students’ lives. As a consequence, counseling programs are often viewed as expensive, ancillary services with activities that have little relevance to the educational goals of the school. In March 2003 the American School Counselor Association approved a National Model for school counseling programs to address these problems and to help counselors move from an activity-based approach to one that uniformly focuses on effectiveness.

Counseling and guidance programs are undergoing a paradigm shift in philosophy, mission, goals, and activities. Evidence indicates that more emphasis and attention on the development of the whole person is necessary to help students become responsible, productive, and contributing members of society. Students need to gain skills that will benefit them throughout their lives in the various roles they choose as family members, workers, friends, and community leaders. Decision making, written and oral communication, problem-solving, information gathering and analysis, critical thinking, assuming personal responsibility, acquiring self-knowledge and interpersonal skills, and analysis of one’s own behavior and its impact on others are life skills that productive people need in order to continue their own lifelong development. A comprehensive counseling and guidance program that emphasizes such life skills is an essential component of the total instructional program that will provide ALL students the opportunity for optimum development.

The *Arkansas Model: A Framework for School Counseling Programs* provides specific guidelines for individual school counselors and school counseling teams as they develop programs for their schools. Arkansas’ existing Student Services Plan, however, will continue to serve as a tool for organizing the full range of services provided to students.
History

School counseling in Arkansas has evolved through a series of developments that weave a rich and varied tapestry. Many of these developments parallel the national evolution of school counseling, whereas others put Arkansas ahead of national trends. For example, the 1960s brought a notable increase in the number of Arkansas school counselors as a result of NDEA funding. Most of these counselors served students at the secondary level, as was the case throughout much of the nation. In contrast, Arkansas was an early leader in the movement to add counselors in elementary schools. The Education Standards of 1983, developed under the leadership of Hillary Clinton, mandated that an elementary counselor would serve every elementary school in Arkansas by the beginning of the 1987-88 school year. The resulting surge in persons seeking to obtain a school counseling credential stretched school counselor training to unprecedented numbers in Arkansas programs. Generally speaking, these counselors were trained in the early models of developmental school counseling, and K-6 students benefited greatly from access to significant amounts of classroom guidance as well as individual and small group counseling.

Legislation/Rules and Regulations

ACT 908/ACT 1275/ Student Services Plan
Counselor-student ratio = 1:450
Emergency Rules and Regulations/June-October 2001
Program of Study for Additional Licensure Plans—2002

Arkansas School Counseling Program Support Documents

ADE Guidance Department/Scope and Sequence
School Counselor Competencies
Knowledge, disposition, and performance competencies for school counselors were established in 1997 as a part of the movement toward outcomes-based education. These standards defined what Arkansas school counselors should know and be able to do in their assigned schools. The competencies were reviewed and revised in January 2001.

Arkansas Model Development

Dahir Standards Workshop/Domains
Arkansas School Counseling Model Committee
Arkansas School Counseling Model Steering Committee
Philosophical Statements

Mission of the Arkansas Department of Education
To promote equitable, quality education for all students in Arkansas public schools by providing leadership, service, and support and by ensuring that the public schools meet the Standards for Accreditation.

Mission of the Arkansas Model: A Framework for School Counseling Programs
The mission of school counseling in Arkansas is to provide for all students a comprehensive, developmental, sequential, and outcomes-based school counseling model that is aligned with the mission statement of the Arkansas Department of Education.

Vision of the Arkansas Model: A Framework for School Counseling Programs
The vision for the model is to encourage unity, consistency and accountability within school counseling programs. This is a shared responsibility of the following individuals and agencies:

- Teachers, counselors, administrators, and classified personnel
- Parents and community stakeholders
- Arkansas counselor education programs
- Arkansas Department of Education and Arkansas Department of Higher Education
- Education cooperatives and Arkansas Department of Workforce Education

This collaboration will provide the essential leadership, partnership and assistance in attaining this vision. The intent is to facilitate academic, career and personal/social development of students who will have the opportunity to become productive citizens and contributing members of society.
The Arkansas School Counseling Program

A COMPREHENSIVE SCHOOL COUNSELING PROGRAM IS

According to the ASCA National Model (2003), a school counseling program is comprehensive in scope, preventative in design, and developmental in nature. The Arkansas Model based on the ASCA National Model:

- establishes the school counseling program as an integral component of the academic mission of a school;
- encourages school counselors to become catalysts for educational change and to assume or accept a leadership role in data-driven educational reform;
- ensures equitable access to the school counseling program for all students by a state-credentialed school counselor;
- identifies the knowledge and skills all students might acquire as a result of the K-12 school counseling program; and
- ensures the school counseling program is comprehensive in design and delivered in a systematic fashion to all students.

The ASCA National Model represents what a school counseling program should contain, and it serves as an organizational tool to identify and prioritize the elements of a high-quality program. It describes the program components and serves as a framework for states, districts, and individual schools to use in developing, implementing, and evaluating their own comprehensive, systematic, and developmental school counseling programs.

School Counseling Programs in Arkansas

Many school counselors spend too much of their time responding to the needs of a small percentage of students, typically the high-achieving or high-risk students. Other school counselors spend too much of their time in clerical and administrative tasks that are non-counseling in nature. When either of these conditions exists, many students do not receive benefits of the school counseling program. In contrast, The Arkansas Model: A Framework for School Counseling Programs adapted from the National Model, is written to reflect a comprehensive approach to program foundation, delivery, management, and accountability. The Arkansas Model is based on the legal requirement by Arkansas Law Act 1275 that the majority of the school counselor’s time to be spent in direct services (i.e., individual and small group counseling, classroom guidance, peer helper programs, consultation and/or collaboration with student’s parents/guardians) so that every student receives maximum benefits from the program.

Comprehensive in Scope

A comprehensive school counseling program will focus on what all students from pre-kindergarten through 12th grade, should know, understand, and be able to do in the three domain areas of development: academic, career, and personal/social. The emphasis is on promoting success for every student, not just those students who are motivated, supported, and ready to learn. The school counseling program helps all students achieve success in school and develop into contributing members of our society.
Preventive in Design
School counselors design programs and services that emphasize proactive prevention education through implementation of school guidance curricula such as anti-bullying, anti-violence, and conflict management. These programs and services ensure that all students can achieve school success through academic, career, and personal/social development experiences. School counselors implement content standards that are public statements of what students should know and be able to do as a result of participating in a school counseling program.

Developmental in Nature
School counselors design programs and services to meet the needs of students at various stages of development. School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for all students. They provide the rationale for broad-based conversations about the role of the school counseling program in enhancing student learning and development in the academic, career, and personal/social domains. Content standards in each of these domains include student competencies and a list of indicators for desired learning outcomes.

A Cooperative Effort
School counselors collaborate with many stakeholders to ensure a high-quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

- **School counselors** manage the school counseling program and ensure effective strategies are used to meet standards for student success and achievement, provide proactive leadership to engage all stakeholders in delivery of services, and provide direct services to every student.
- **Teachers** work in partnership with school counselors to infuse guidance activities into the instructional program, thereby extending the attainment of student achievement.
- **Administrators and school boards** provide support for the organization, development, and implementation of the school counseling program. They encourage a cooperative environment between teachers and counselors, allow time, facilities, and resources to facilitate the program, and support involvement by school personnel and community members in the implementation of the program.
- **Parents or guardians** work in partnership with school counselors to help students be successful in school; serve on advisory or other site committees; and encourage collaboration with school personnel as advocates for the success of all students.
- **Students** are active participants in the school counseling program, assume responsibility for their own success in school, and work together with counselors to ensure success in the domains of academic, career, and personal/social development.
- **Community members** such as business, labor, and other agencies partner with schools by volunteering, mentoring, and providing sites for student service learning experiences and placements for school-related work programs and field trips.
- **Counselor educators** prepare school counselors-in-training with the knowledge and skills to design, implement, and evaluate high-quality school counseling programs.
- **Arkansas Department of Education** endorses the model and provides oversight to ensure its utilization as the foundation for school counseling programs in Arkansas.
Benefits for All
The Arkansas Model provides a system that encourages and promotes academic, career, and personal/social development and preparation for the challenges of the 21st century through the use of data to promote student improvement and closure of the achievement gap. Comprehensive developmental school counseling programs positively impact students, parents/guardians, teachers, administrators, boards of education, school counselors, other student services personnel, counselor educators, postsecondary education institutions, and community agencies. Benefits to each of these groups include the following:

- **Benefits for students**
  - Equitable access to educational opportunities
  - Understanding connections between education and future success
  - Skills to increase success
  - Career exploration and development
  - Knowledge of our changing world
  - Decision-making and problem-solving skills
  - Knowledge of self and others
  - Personal/social development
  - Effective interpersonal relationship skills
  - Opportunity for counselor-student interactions
  - Development of resiliency factors
  - Facilitative, cooperative peer interactions
  - Access to advocacy

- **Benefits for parents/guardians**
  - Support in advocating for their child’s academic, career, and personal/social development
  - Systematic partnership to support academic and career planning for students
  - Opportunities for parent/school interaction
  - Access to school and community resources
  - Training and informational workshops
  - Access to data related to student progress

- **Benefits for teachers**
  - Interdisciplinary team effort to address student needs in all domains
  - Access to collaborative partnerships for goal attainment
  - Access to support for skill development in classroom management and affective education
  - Consultation to assist in their guidance and advisement role
  - Access to a system for co-facilitation of classroom guidance lessons
  - Support for classroom instruction, improvement in school climate and the learning community
  - Access to the school counselor as a classroom presenter and resource person
• **Benefits for administrators, school boards, and regulatory bodies**
  - A rationale for implementing a comprehensive developmental school counseling program
  - Assurance that the district/school has a program that ensures equity, access, and academic support for *all* students
  - Assurance that a high-quality school counseling program is available to every student
  - A rationale for requiring appropriate credentials for all school counselors and establishing effective student-counselor ratios
  - Alignment of the school counseling program with the school’s academic mission
  - A basis for determining funding allocations for school counseling programs
  - A school counseling program that promotes student success through specific content
  - A means to use school counselors effectively to enhance learning and development for *all* students
  - A process for evaluating the school counseling program
  - Proactive school guidance curriculum addressing students’ needs and enhancing school climate
  - Data for school improvement, program evaluation, and use in grant writing and other applications to funding sources
  - Information to share with the community about student acquisition of competencies in all domains of development

• **Benefits for school counselors**
  - Clearly defined roles and functions within the educational system
  - Elimination of non-counseling functions and duties
  - Access to direct services with all students
  - A tool for program management, implementation, and accountability
  - Enhancement of the counselor’s role as student advocate, leader, and change agent
  - Involvement in the academic mission of the school
  - A counseling-related leadership role in closing the achievement gap

• **Benefits for other student services personnel (e.g., school psychology specialists, social workers, other providers of school-based mental health services, school nurses, and other special needs providers)**
  - Knowledge of clearly defined roles and functions of the school counselor
  - Clarification in areas of overlapping responsibilities
  - A positive team approach that enhances cooperative working relationships
  - Collaborative teaming to ensure individual student success

• **Benefits for counselor educators**
  - Collaboration between counselor education programs and school counseling programs
  - A model for site-based school counseling fieldwork and/or internships
  - Data access for use in collaborative research on school counseling programs
  - Framework for professional development to benefit school counseling practitioners
  - Alliances with other educator training programs
• **Benefits for postsecondary institutions**
  - Equity and access to all forms of postsecondary education for all students
  - Articulation and transition of students to postsecondary institutions
  - Students prepared to take advantage of advanced educational opportunities

• **Benefits for community: business, labor, industry**
  - Community-school collaboration for mutual awareness of needs
  - Opportunity for active participation in the school counseling program
  - Collaboration that enhances a student’s postsecondary success
  - A workforce with decision-making skills, pre-employment skills, and increased worker maturity

**New Vision Role Descriptors**

The Arkansas school counselor is a certified professional educator who assists students, teachers, parents, and administrators. The recognized helping processes used by the counselor incorporate the themes of leadership, advocacy, collaboration and systemic change as part of the framework of The ASCA National Model (The Education Trust, 1997). In the model graphic shown on page 14, these four themes are repeated around the frame to indicate the importance of the school counselors’ work within these areas. School counselors play a significant part in improving student achievement and are uniquely positioned to be student and systems advocates. School counselors ensure equity and access to rigorous education for every student (Martin & House, 1998).

**Leadership:** School counselors serve as leaders who are engaged in system wide change to ensure student success. They help every student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement. School counselors work as leaders, advocates, and collaborators to promote student success by helping to close existing achievement gaps found among all students. School counselors become effective leaders by collaborating with other professionals in the school to influence system wide changes and implement school reforms. In this way, school counselors can have a positive impact on students, the school, the district and the state.

**Advocacy:** School counselors advocate for students’ academic, career, and personal/social needs and work to ensure these needs are addressed at every level of the school experience. School counselors believe, support and promote every student’s goal to achieve success in school. School counselors work proactively with students to remove barriers to learning. As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high standards. Through their leadership, advocacy, collaboration, counseling and the effective use of data, school counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. Measurable success resulting from these efforts will be increased numbers of students completing school academically prepared to choose from a wide range of substantial post-secondary options, including college.
Collaboration and teaming: School counselors work with all stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement of the identified goals for every student. School counselors build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access and academic success for every student. This may include collecting and analyzing data to identify needed changes in the educational program. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members. By understanding and appreciating the contributions others make in educating all children, school counselors build a sense of community within the school, which serves as a platform from which to advocate for every student. In addition, school counselors are a vital resource to parents or guardians, educators and community agencies.

Systemic change: With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic success. School counselors have access to critical data about student placement, students’ academic success or failure and student course-taking patterns. Collaborating as leaders within the school, counselors have access to quantitative and qualitative data from the school and relevant community sources. They use these data to advocate for every student, ensuring equity and access to a rigorous curriculum, which maximizes post-secondary options. Systemic change occurs when policies and procedures are examined and changed in light of new data. Such change happens with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

The ASCA National Model® graphic, shown on the following page, represents the operational structure and components of ASCA’s National Model for School Counseling Programs. The graphic contains three levels and four squares, each representing one of the major systems of the ASCA National Model; the arrows in each square point to the systems they influence as in a building-block approach. Note the arrows for the foundation (first level) lead to the management and deliver systems (second level). These in turn lead to the accountability system (third level). Looking closely, one can see how the black arrow from accountability points downward to the foundation component. This emphasizes the importance of using information learned through the accountability process to refine the foundation of an effective school counseling program. The border of the graphic represents school counselor skills and attitudes, as described above, which lead to systemic change. These overriding concepts surround and affect the blocks representing the interdependence of the four systems.
The ASCA National Model graphic is a registered trademark of the American School Counselor Association.
The Arkansas Model: A Framework for School Counseling Programs

FOUNDATION

The program’s foundation serves as the solid ground upon which the rest of the program is built. The decisions made during this process become the what of the program. What will every student know and be able to do? Designing a strong foundation requires cooperative effort with parents/guardians, staff and community to determine what every student will receive as a benefit of a school counseling program. During the development stages, stakeholders are consulted when creating the philosophy, mission and overall program focus. The completed foundation is essential to ensuring the school counseling program is an integral part of the total educational program for student success. Elements include beliefs, philosophy, mission statement and the standards for student academic, career and personal/social development.

Beliefs

Beliefs are personal. Each individual’s beliefs must be discussed early in the process of developing a school counseling department philosophy. What we believe about students, families, teachers, and the educational process is crucial in supporting success for every student. Our beliefs are derived from our own background and experiences, and our beliefs drive our behavior. Dialogue is required to ensure counseling teams and departments explore complex issues from many points of view. Beliefs have no right and wrong answers; they are what drive us to advocate for our students.

Sample Belief Statement:

To implement the school counseling program at XYZ High School, the counselors are committed to the following.

We believe:
- All students have the right to be served by the school counseling program.
- The school counseling program should be evaluated on stated goals and related student competencies.
- The school counseling program should be consistent with expected developmental stages of learning.
- School counseling program activities shall be planned and coordinated by the counseling staff.
- The school counseling program shall be managed by state-certified counselors.
- All students:
  - should have access to a school counselor to discuss personal concerns
  - should have access to information about occupational and educational planning
  - have the right to assistance in identifying their needs in the personal/social domain
  - should have the opportunity to make choices within the constraints of the educational system
- The student and parent(s) are responsible for monitoring the student’s educational progress with the assistance of a professional school counselor.
- An ongoing program of counselor competency training/retraining is necessary to maintain a quality school counseling program.
- The professional mandates and guidelines proposed by the national and state school counselor association shall continue to set standards for the school counseling program.
**Philosophy**

The philosophy is an agreed-upon set of guiding principles that individuals follow when implementing the school counseling program (Johnson & Johnson, 2001). All personnel involved in managing and implementing the program should achieve consensus on each belief or guiding principle contained within the philosophy statement. A statement of philosophy is a:

- Set of beliefs that motivates program innovations
- Set of values visible to all
- Set of principles guiding professional contributions
- Statement of professional conduct
- Statement committing counselors to continuous professional growth
- Source of collective power

When developing a philosophy, school or district teams meet as a group to discuss their beliefs and philosophies. They then use the consensus process to develop the statement of philosophy for their program. At a minimum, a school counseling department philosophy should:

- Indicate an agreed-upon belief system about the ability of all students to achieve
- Address every student
- Address student developmental needs and focus on primary prevention
- Address the school counselor’s role as an advocate for every student
- Identify persons to be involved in the delivery of program activities
- Specify who will plan and manage the program
- Use data to drive program decisions
- Define how the program will be evaluated and by whom
- Include ethical guidelines or standards

The language and the meanings of the terms used in the philosophy statement must be clear. For example, terms such as manager, administrator, and planner may have different connotations to different people on the team. Clear identifiers are necessary to define who has the general responsibility for all functions such as developing the program, planning activities, monitoring student progress, implementing the program, providing program administration, and evaluating data.

**Sample Philosophy Statement:**

The XYZ School District adheres to the philosophy that the school counseling program is an essential and integral part of the overall education process. The comprehensive program is built on the assumption that certain educational, career and personal objectives are attainable when school counseling for all students is provided. This implementation acknowledges that school counseling is no longer a service to be offered by one person but a program coordinated with other educators incorporating a comprehensive curriculum. Growth and learning are developmental; therefore, school counseling must be developmental and sequential.

The XYZ Developmental School Counseling Program, when fully implemented, will provide:
A school counseling program that reaches the needs of 100 percent of the student population
A programmatic approach to school counseling services/programs
Accountability for school counseling programs
Counselors who devote their full time to the program’s implementation and who work toward the elimination of inappropriate school counseling tasks
Identification and achievement of student competencies and outcomes through the school counseling program

**Mission**

One of the essential aspects of the foundation for a school counseling program is the creation of a mission statement, which gives the program overall direction and vision. A mission statement describes the program’s purpose and provides the vision of what is desired for every student (Johnson & Johnson, 2001; Gysbers & Henderson, 1998). A school counseling program mission statement aligns with and is a subset of the school or district’s mission. Thus, the school counseling program supports the learning environment and at the same time makes unique contributions to meeting student’s needs and nurturing their progress. The program’s mission statement should be clear, concise, and specific as to the program’s intent and what the program will contribute.

A mission statement:

- Keeps the program’s focus on the beliefs, assumptions, and philosophy
- Establishes a structure for innovations
- Creates one vision
- Provides an anchor in the face of change

The mission statement content should:

- Be written with students as the primary clients
- Advocate for the equity, access, and success of every student
- Be written for every student
- Indicate the content and competencies to be learned
- Show linkages with the school, school district or state department of education mission statements
- Indicate the long-range results desired for all students

Some schools and departments prefer longer mission statements, while others prefer shorter ones. The idea is to create a mission statement that is specific, concise, clear and comprehensive. National and state organization, district, and site linkages provide the necessary articulation of information for a cohesive statement that is integral to the total educational program. The state comprehensive school counseling program’s mission statement is designed to reflect both the ASCA National Model and the Arkansas State Department of Education’s mission statements. The school district’s counseling program mission statement is designed to reflect the state’s school counseling program mission statement and the school district’s mission statement. Finally, the site counseling program mission statement reflects both the school district’s school counseling program mission statement and the school site mission statement.
Sample Mission Statements:

Example #1: The mission of the XYZ Public Schools Counseling Program is to maximize the potential of all students, helping them to become responsible members of society.

Example #2: The School Counseling and Guidance Framework is designed to promote the formation of productive and responsible citizens by ensuring the academic, career, and personal/social development of all students.

**ASCA National Standards for Student Academic, Career, and Personal/Social Development: Domains, Content Standards for Students, Competencies, and Indicators**

The ASCA National Standards consist of the three domains (Academic, Career, and Personal/Social), and nine standards (three per domain) that describe what students should know and be able to do within the educational system. School counselors use these standards to help students achieve their highest potential. **Domains** are broad developmental areas that enhance learning for all students. The three interrelated domains are academic development, career development, and personal/social development. **Standards** are statements that provide a description of what students should know and be able to do at the highest level of expectation. **Competencies** are specific expectations that students achieve in the content standard areas within each domain. And, **indicators** describe the specific knowledge, skills, or abilities that students demonstrate to meet a specific competency.

**ASCA National Standards for Students (Competencies and Indicators)**

Legend: A:A1.1 = Academic Development Domain, Standard A, Competency 1, and Indicator 1

**Academic Development**

**Standard A:** Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

<table>
<thead>
<tr>
<th>A:A1</th>
<th>Improve Academic Self-Concept</th>
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<tbody>
<tr>
<td>A:A1.1</td>
<td>Articulate feelings of competence and confidence as learners</td>
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<tr>
<td>A:A1.2</td>
<td>Display a positive interest in learning</td>
</tr>
<tr>
<td>A:A1.3</td>
<td>Take pride in work and achievement</td>
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<td>A:A1.4</td>
<td>Accept mistakes as essential to the learning process</td>
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<tr>
<td>A:A1.5</td>
<td>Identify attitudes and behaviors that lead to successful learning</td>
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<tr>
<th>A:A2</th>
<th>Acquire Skills for Improving Learning</th>
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<tr>
<td>A:A2.1</td>
<td>Apply time-management and task-management skills</td>
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<td>A:A2.2</td>
<td>Demonstrate how effort and persistence positively affect learning</td>
</tr>
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<td>A:A2.3</td>
<td>Use communication skills to know when and how to ask for help when needed</td>
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<tr>
<td>A:A2.4</td>
<td>Apply knowledge and learning styles to positively influence school performance</td>
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<tr>
<th>A:A3</th>
<th>Achieve School Success</th>
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<tr>
<td>A:A3.1</td>
<td>Take responsibility for their actions</td>
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<tr>
<td>A:A3.2</td>
<td>Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</td>
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<tr>
<td>A:A3.3</td>
<td>Develop a broad range of interests and abilities</td>
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<tr>
<td>A:A3.4</td>
<td>Demonstrate dependability, productivity and initiative</td>
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<tr>
<td>A:A3.5</td>
<td>Share knowledge</td>
</tr>
</tbody>
</table>
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1  Improve Learning  
A:B1.1 Demonstrate the motivation to achieve individual potential  
A:B1.2 Learn and apply critical-thinking skills  
A:B1.3 Apply the study skills necessary for academic success at each level  
A:B1.4 Seek information and support from faculty, staff, family and peers  
A:B1.5 Organize and apply academic information from a variety of sources  
A:B1.6 Use knowledge of learning styles to positively influence school performance  
A:B1.7 Become a self-directed and independent learner  

A:B2  Plan to Achieve Goals  
A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school  
A:B2.2 Use assessment results in educational planning  
A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement  
A:B2.4 Apply knowledge of aptitudes and interests to goal setting  
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals  
A:B2.6 Understand the relationship between classroom performance and success in school  
A:B2.7 Identify post-secondary options consistent with interest, achievement, aptitude, and abilities  

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

A:C1  Relate School to Life Experiences  
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life  
A:C1.2 Seek co-curricular and community experiences to enhance the school experience  
A:C1.3 Understand the relationship between learning and work  
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals  
A:C1.5 Understand that school success is the preparation to make the transition from student to community member  
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities  

Career Development

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

C:A1  Develop Career Awareness  
C:A1.1 Develop skills to locate, evaluate and interpret career information  
C:A1.2 Learn about the variety of traditional and nontraditional occupations  
C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations  
C:A1.4 Learn how to interact and work cooperatively in teams  
C:A1.5 Learn to make decisions  
C:A1.6 Learn how to set goals  
C:A1.7 Understand the importance of planning  
C:A1.8 Pursue and develop competency in areas of interest  
C:A1.9 Develop hobbies and vocational interests  
C:A1.10 Balance between work and leisure time
### C:A2 Develop Employment Readiness
- **C:A2.1** Acquire employability skills such as working on a team, problem-solving and organizational skills
- **C:A2.2** Apply job readiness skills to seek employment opportunities
- **C:A2.3** Demonstrate knowledge about the changing workplace
- **C:A2.4** Learn about the rights and responsibilities of employers and employees
- **C:A2.5** Learn to respect individual uniqueness in the workplace
- **C:A2.6** Learn how to write a resume
- **C:A2.7** Develop a positive attitude toward work and learning
- **C:A2.8** Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- **C:A2.9** Utilize time- and task-management skills

**Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.**

### C:B1 Acquire Career Information
- **C:B1.1** Apply decision-making skills to career planning, course selection and career transition
- **C:B1.2** Identify personal skills, interests and abilities and relate them to current career choice
- **C:B1.3** Demonstrate knowledge of the career-planning process
- **C:B1.4** Know the various ways in which occupations can be classified
- **C:B1.5** Use research and information resources to obtain career information
- **C:B1.6** Learn to use the Internet to access career-planning information
- **C:B1.7** Describe traditional and nontraditional career choices and how they relate to career choice
- **C:B1.8** Understand how changing economic and societal needs influence employment trends and future training

### C:B2 Identify Career Goals
- **C:B2.1** Demonstrate awareness of the education and training needed to achieve career goals
- **C:B2.2** Assess and modify their educational plan to support career
- **C:B2.3** Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- **C:B2.4** Select course work that is related to career interests
- **C:B2.5** Maintain a career-planning portfolio

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

### C:C1 Acquire Knowledge to Achieve Career Goals
- **C:C1.1** Understand the relationship between educational achievement and career success
- **C:C1.2** Explain how work can help to achieve personal success and satisfaction
- **C:C1.3** Identify personal preferences and interests influencing career choice and success
- **C:C1.4** Understand that the changing workplace requires lifelong learning and acquiring new skills
- **C:C1.5** Describe the effect of work on lifestyle
- **C:C1.6** Understand the importance of equity and access in career choice
- **C:C1.7** Understand that work is an important and satisfying means of personal expression

### C:C2 Apply Skills to Achieve Career Goals
- **C:C2.1** Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals
- **C:C2.2** Learn how to use conflict management skills with peers and adults
- **C:C2.3** Learn to work cooperatively with others as a team member
- **C:C2.4** Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences
Personal/Social Development

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

**PS:A1 Acquire Self-Knowledge**
- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

**PS:A2 Acquire Interpersonal Skills**
- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communication skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

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

**PS:B1 Self-knowledge Application**
- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure in influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

**PS:C1 Acquire Personal Safety Skills**
- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
Demonstrate the ability to set boundaries, rights and personal privacy
Differentiate between situations requiring peer support and situations requiring adult professional help
Identify resource people in the school and community, and know how to seek their help
Apply effective problem-solving and decision-making skills to make safe and healthy choices
Learn about the emotional and physical dangers of substance use and abuse
Learn how to cope with peer pressure
Learn techniques for managing stress and conflict
Learn coping skills for managing life events

**Developmental Crosswalk: National Standards/Arkansas Standards/School Site Standards**

The 120 Standards/Indicators listed above are not meant to be all-inclusive. No one school or district could possibly cover every competency every year with every student. Instead, the school counselor initiates and facilitates discussion with the staff to clarify which student competencies are the most important ones to assist in moving toward the district’s or site’s specific needs and academic goals. The standards and competencies are prioritized by the site or district to guide the development of the program content in academic, career and personal/social development areas and are an integral part of the individual planning for students, guidance curriculum, responsive services and system support components of program delivery. Some competencies may be deemed to cross all levels, while others are grade-specific. School counselors or counseling teams determine the competency indicators they believe should be addressed by priority at different developmental levels such as P-2, 3-5, 6-8, and 9-12. Competencies are representative; they are not required (nor intended) to be adopted in a cookie-cutter fashion. This is the perfect place for the school counseling program to align itself with the state and the school’s academic goals.

**DELIVERY SYSTEM**

Once the program foundation is completed, the focus turns to the method of delivering the program to all students. This area of the program defines what counselors actually do on a day-to-day basis. The delivery system and the management system are intertwined throughout this process. The delivery system is the *how* of the implementation process, and the management system addresses the *when, why, by whom, and on what authority*. Four components comprise the delivery system, and all activities included in the school counseling program should fit into one of these areas. The guidance curriculum component provides a vehicle to deliver the Arkansas Model standards to every student in a systematic way. The individual student planning component gives all students an opportunity to work closely with parents or guardians to systematically plan, monitor, and understand their academic growth and development. The responsive services component responds to students’ direct, immediate concerns and includes, but is not limited to, individual and group counseling, crisis counseling, referrals and consultation with parents or guardians, teachers, or other professional specialists. The system support component allows the school counseling program to be effective through a variety of support activities including professional development, consultation, collaboration and teaming, and program management and operations. The system support component also provides appropriate support to other educational programs in the school (Gysbers & Henderson, 2000).
The delivery system defines what counselors actually do on a day-to-day basis. The delivery system is the **HOW** of the implementation process and has four components:

1. **Guidance Curriculum** - The guidance curriculum is designed with structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The guidance curriculum is infused throughout the school’s overall curriculum and is presented systematically through K-12 classroom and group activities. The curriculum is organized to help students acquire, develop, and demonstrate competency within the three domains. Curriculum will be delivered using such strategies as: classroom activities, group activities, and interdisciplinary curriculum development. Counselors need to be cognizant of multicultural students when planning curriculum and classroom activities so that all students are given equal opportunities to benefit from the instruction.

2. **Individual Student Planning** - School counselors coordinate ongoing systemic activities designed to assist students individually in establishing personal goals and developing future plans. School counselors need to be educated about different culture styles and be empathetic to their special needs when doing individual planning. Individual planning is implemented through such strategies as: case management, individual appraisal, individual advisement, and placement. Counselors need to be thoroughly versed in other cultures when planning systemic activities so all students will equitable services.

3. **Responsive Services** - In the traditional role of school counselors, responsive services are activities meeting an individual student’s immediate needs, usually necessitated by life events or situations and conditions in the student’s life. These needs require counseling, consultation, referral, peer helping or information. Responsive services are delivered through these strategies: consultation, personal counseling, crisis counseling, and outside referrals. Counselors may need to network with others, using bilingual assistance, to best deal with our ever increasing multicultural student population.

4. **Systems Support** - Like any organized activity, a school counseling program requires administration and management to establish, maintain, and enhance the total counseling program. The system’s support has two parts: management activities and activities or services implemented by counseling staff that support the total educational system. Management activities include budget, facilities, policies and procedures, research and resource development. Management activities also include the following: 1) **Professional Development**—counselors who attend workshops or conferences are responsible for sharing acquired skills and information with individual school faculties and on a district level when appropriate. 2) **Staff and Community Relations**—as counselors seek ways to meet the needs of students and families, it is necessary to establish and maintain partnerships with numerous community and state agencies/organizations. (Examples: Community Kids’ Closet, Salvation Army, Arkansas Rice Depot, Kiwanis Terrific Kids Program, HIP Mentoring Program, WatchDogs Dads, SafeGate Moms, Red Cross, Arkansas Crisis Center, and BigBrothers/Big Sisters) 3) **Consultation with Staff and Parents**—counselors are available on a continual basis for conferences with teachers, administrators, and parents. Counselors act in
collaboration with teachers and are available to attend and support grade level meetings. 4) **Parent/Guardian/Community Outreach**—counselors serve in the capacity of liaison between the school and parents and the school and community organizations. Counselors are active participants in parent/teacher conferences and facilitate referrals for local agencies such as Ozark Guidance Center, Vista Health, and services offered through the Jones Center for Families. Counselors maintain a directory of community services. 5) **District Committees and In-Service**—counselors are active participants on the district safety team, in monthly counselor meetings, on the Personnel Policy Committee, and district-wide in-service days. 6) **Research and Development to Recognize Student and Community Assets**—counselors maintain contact and participation with local agencies in order to monitor and assess those programs of benefit to the school district, students, and families.

**MANAGEMENT SYSTEM**

The management systems section of the Arkansas Model describes the various organizational processes and tools needed to manage a school-counseling program. Management is organized, concrete, clearly delineated, and reflective of the school site’s needs. This section addresses WHO will implement the school counseling program (management agreement), as well as ON WHAT AUTHORITY (such as a management agreement or an advisory council), WHY (use of data), and WHEN (action plan and calendar) the program is delivered. In order to systematically deliver the guidance curriculum and address every student’s developmental needs, the school counseling program must be effectively and efficiently managed. Good management requires strategic application of limited resources. This necessitates that school counselors make use of thorough needs assessments as the basis for planning programs. Using needs assessments enables counselors to demonstrate that their programs are designed to meet the expressed needs of the particular school population and are responsive to demographic changes in their communities. Having clear expectations and purposeful interaction with administrators, teachers, staff, parents and students will result in student growth, systemic change, and a school counseling program that is integrated into the total educational program. The four sections of the management system are discussed below:

WHO: An effective school counseling program has assigned duties and job descriptions specifically outlined for the counseling staff. The School Counselor Performance Appraisal Form at the end of this section is a sample of a counselor/administrator agreement that outlines duties.

ON WHAT AUTHORITY: An effective school counseling program must have the support of the administrators. Their understanding of your role in the school determines your path during the year. Assigned duties, how you will be accountable for your program, what your programs expected results will be all need to be outlined and agreed upon. Parents and community patrons can be useful in aiding you as volunteers and helping with activities to develop or support your counseling program.
WHY: Using data is vital to the success of your program and ensures that what you do will make a difference for the students. The why is one of the most important parts of the planning and management process because you establish the need for your services. Using data such as ITBS, Benchmark, and End of Course test results, in-house survey (for teachers and students), pre and post test results, as well as building attendance rates and discipline reports, can help you plan for, evaluate and justify your services. You should use these sources of data to identify specific needs for your building and plan programs to improve areas of concern, academically, socially, and emotionally. Some data, such as Benchmark results, will involve more long-range planning as the collection of this data occurs annually and the results are not reported until the beginning of the next school year. Once a need is identified, an effective program, utilizing available curriculum should be developed to address the issue/problem. Once implemented, collecting data is necessary to evaluate the program’s effectiveness. The results should drive your decision to continue to use the program or whether you should modify it or include other activities.

WHEN: Planning what you do is an important part of managing your system. An action plan is where you start to plan what you do- like a teacher’s lesson plan book. Each year should be started with a monthly schedule of guidance, character education, and other relevant activities that you will facilitate or participate in throughout the year. The scheduling of these activities should be done in collaboration with teachers, parents, and administrators. If there is a specific need in your building for a certain intervention program, activities-classroom or group- can be added at any time throughout the year. Based on your needs and preferences, choose a weekly, monthly or daily calendar format that best meets your needs. Throughout the year you will need to document your activities with details such as who you served, why you served them (why you did activities with them), where and when you served them, and provide an evaluation of the effectiveness of these activities.

ACCOUNTABILITY SYSTEM

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to students’ academic success. Accountability governs the 21st century school systems and clearly necessitates that the school counselor and the school counseling program accept responsibility in supporting academic achievement, share in the pressures of school accountability, and demonstrate advocacy for every student to experience educational success.

A comprehensive school counseling program is multifaceted and designed with continuous evaluation and modification in mind. A program rubric serves to define and set the standards for the school counseling program. The program rubric is a tool to aid school counselors in the breakdown and analysis of each program component. When the rubric is applied to the program audit, the rubric indicates areas that need to be improved or enhanced. The program rubric provides evidence of the program’s alignment with the American School Counselor Association’s National Model for School Counseling programs. The primary purpose for
collecting this information is to guide future actions within the program and to improve future results with students. The rubric aligns with and includes all national model program components.

Arkansas School Counseling Program Rubric

The program rubric is used to assess the school counseling program in comparison to the ASCA’s National Model for School Counseling Programs. Rubrics may be beneficial when a school counseling program is being designed. The program rubric is then used to assess the school counseling program. Using the findings of both program implementation and results, strengths and weaknesses are determined and goals are created for the following school year.

Level 1  Standards at this level are considered clearly deficient and need immediate attention. Specific plans should be made to secure the time, effort and renewed commitment to the comprehensive school counseling program to support requirements for improvements.

Level 2  Standards related at this level indicate areas for improvement. An adequate explanation will have been provided clarifying why the program is functioning at this level in this standard. It will not be unusual for the school counseling program to have some areas in need of improvement.

Level 3  Standards rated at this level indicate an exemplary comprehensive school counseling program with data supporting contributions to school improvement, student achievement and connections to the overall mission of the school.

Level 4  Standards at this level indicate an exemplary comprehensive school counseling program with data supporting contributions to school improvement, student achievement and connections to the overall mission of the school. In addition, the constituencies have evaluated the standards at this level.

WHAT THIS MEANS:

Level 1  Overall Ratings for any standard would indicate deficiencies that need to be addressed.

Level 2  Overall Ratings for a standard indicate elements of the comprehensive school counseling program exist but need improvement.

Level 3  Overall Ratings on a standard indicate a strong integration with school improvement plans and a connections between comprehensive school counseling program processes and student results; however, it is missing the evaluation piece.

Level 4  Overall Ratings on a standard indicate a strong integration with school improvement plans and a clear connection between comprehensive school counseling program processes and student results. This level indicates an evaluation has been completed.
Examples of Rubrics:

Example 1 –
Standard: Beliefs and Philosophies
Level 1  There is no written program philosophy.
Level 2  A program philosophy exists but has not been ratified by other constituencies.
Level 3  There is a consensus from all constituencies on the written program philosophy; however, no evaluation has been performed. This document provides a foundation for program development, implementation, and assessment.
Level 4  There is a consensus from all constituencies on the written program philosophy. This document has been thoroughly evaluated and provides a foundation for program development, implementation, and assessment.

Example 2 –
Standard: Domains and Goals
Level 1  Goals have not been adequately defined or communicated to the constituencies.
Level 2  There is some awareness of goals but they have not been fully developed or written.
Level 3  Developmentally appropriate goals and competencies aligned with the State model are written for all three counseling domains and have been communicated to the constituencies. These goals have not been evaluated.
Level 4  Developmentally appropriate goals and competencies aligned with the State model are written for all three counseling domains and have been communicated to the constituencies. Goals have been proven evaluated through measurable and observable processes.
Results Reports

Results reports help to answer the question, “How are students different as a result of the program?”

Results reports ensure programs are carried out, analyzed for effectiveness, changed as necessary and improved as needed. Sharing these results with stakeholders serves as an advocate for students and the program.

Data collection provides the school counseling program with the information needed to evaluate the program as it relates to students’ progress. Data collection occurs both before and after the school counseling activity. The results of the data analysis shows what worked and what did not and clarifies what needs to be changed or improved. Following is a sample school results report:

Sample Results Report

**Counselor** – Berry

**Target Group** – 8\(^{th}\) grade, 64 students in danger of being retained at the end of the year

**Curriculum and Materials** – Promotion guidance lessons; “XYZ” Study Skills Videos

**Type of Service** (Delivered in what manner) – Academic small group counseling; peer tutoring

**Start Date/End Date** – September 2008-June 2009

**Process Data** (Number of students affected) – 64

**Perception Data** (Test competency attainment or student data) – Immediate 99% correct on post-test of knowledge of promotion information

**Results Data** (How did the student change as a result of lesson?) –
- Intermediate- 46 (72%) demonstrated improvement in GPA from quarter 1 to semester 1
- Long term- 85% of the group showed improvement in GPA from quarter 1 to semester 2

**Implications** (What does the data tell you?) –
- Re-evaluate curriculum used
- Excellent academic improvement shown
- Long term- Participants in the academic support groups may need further encouragement from other resources such as adult mentors
ACADEMIC DOMAIN

The Arkansas Model

Results Report Form

TO BE INCLUDED IN EACH STUDENT SERVICES ANNUAL REPORT

Directions for completion:
Using one success-oriented activity completed during the school year, complete the questions listed below. Attach to your student services annual report and send to: Program Support Manager, Guidance/School Counseling, Arkansas Department of Education, #4 Capitol Mall, Room 202, Little Rock, AR 72201 by the deadline date.

1. Counselor –

2. Target Group –

3. Curriculum and Materials –

4. Type of Service (Delivered in what manner) –

5. Start Date/End Date –

6. Process Data (Number of students affected) –

7. Perception Data (Test competency attainment or student data) –

8. Results Data (How did the student change as a result of lesson?) –

9. Implications (What does the data tell you?) –
School Counselor Performance Standards

School counselor performance standards align with the Arkansas Model and contain basic standards of practice expected from school counselors. Personnel delivering the school counseling program are evaluated in the areas of program implementation, program evaluation and professionalism. Often, school counselors are evaluated using an instrument designed for teachers. The Arkansas School Counselor Performance Appraisal Form accurately reflects the unique training of school counselor and their responsibilities within the school system. Although used for performance evaluation, the standards are also an important tool in the school counselor’s own self-evaluation and will help focus personal and professional development plans. The standards to be evaluated are:

Standard 1: Program Organization
Standard 2: Guidance Curriculum Delivered to All Students
Standard 3: Individual Planning with Students
Standard 4: Response Services
Standard 5: Systems Support
Standard 6: Use of Data
Standard 7: Student Monitoring
Standard 8: Master Calendar/Time
Standard 9: Program Audit
Standard 10: Infusing Themes
The Arkansas Model
School Counselor Performance Appraisal Form

Directions for completion: Tally the number of “Yes” boxes and the number of “No” boxes. Report these numbers yearly to: Program Support Manager, Guidance/School Counseling, Arkansas Department of Education, #4 Capitol Mall, Room 202, Little Rock, AR 72201 by the deadline date.

*The Arkansas school counselor performance appraisal form contains basic standards of practice expected from school counselors. These performance standards not only function as the basis of counselor evaluation but also serve as guides for self-evaluation.*

<table>
<thead>
<tr>
<th>Standard 1: The professional school counselor plans, organizes and delivers the comprehensive school counseling program.</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1.1 A program has been written to meet the needs of the students.</td>
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<td>1.2 The professional school counselor demonstrates positive interpersonal relationship with students.</td>
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<td>1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.</td>
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<td>1.4 The professional school counselor demonstrates positive interpersonal relationships with parents/guardians.</td>
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<td>Comments:</td>
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<tr>
<th>Standard 2: The professional school counselor implements the guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>2.1 The professional school counselor teaches guidance units effectively.</td>
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<td>2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.</td>
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<td>2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the guidance curriculum.</td>
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<td>Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents through the development of educational and/or career plans.</td>
<td>Yes</td>
<td>No</td>
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<td>3.1 The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.</td>
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<td>3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.</td>
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<tr>
<th>Standard 4: The professional school counselor implements the responsive services component through the effective use of individual and small-group counseling, consultation and referral skills.</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>4.1 The professional school counselor counsels individual students and groups of students with identified needs/concerns.</td>
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<td>4.2 The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.</td>
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<td>4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.</td>
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<tr>
<th>Standard 5: The professional school counselor implements the systems support component through effective guidance program management and support for other educational programs.</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>5.1 The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.</td>
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<tr>
<td>5.2 The professional school counselor provides support for other school programs.</td>
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<th>Standard 6: The professional school counselor knows how to use data as a guide to program direction and emphasis.</th>
<th>Yes</th>
<th>No</th>
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<td>6.1 The professional school counselor uses school data to make decisions regarding student choice of classes, special programs and groups.</td>
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<tr>
<td>6.2 The professional school counselor uses data from the counseling</td>
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program to make decisions regarding revisions to the school counseling program.

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**Standard 7: The professional school counselor monitors the students on a regular basis as they progress in school.**

Yes | No

| 7.1 The professional school counselor implements monitoring activities appropriate to his/her own school. |   |   |
| 7.2 The professional school counselor develops appropriate interventions for students as needed and monitors their progress. |   |   |

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**Standard 8: The professional school counselor implements the master calendar/time component to have an efficiently run program.**

Yes | No

| 8.1 The professional school counselor uses a master calendar to plan activities through the year. |   |   |
| 8.2 The professional school counselor distributes the master calendar to parents, staff and students. |   |   |
| 8.3 The professional school posts a weekly/monthly calendar. |   |   |

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**Standard 9: The professional school counselor conducts a yearly program audit.**

Yes | No

| 9.1 The professional school counselor provides a yearly program audit that includes the results of all the program components. |   |   |
| 9.2 The professional school counselor uses the yearly audit to make changes in the school counseling program for the following year. |   |   |

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**Standard 10: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.**

Yes | No

| 10.1 The professional school counselor promotes academic success of every student. |   |   |
| 10.2 The professional school counselor promotes equity and access for every student. |   |   |
10.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.

10.4 The professional school counselor understands reform issues and works to close the achievement gap.

10.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.

10.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.

10.7 The professional school counselor uses data to recommend systemic change in policies and procedures that limit or inhibit academic achievement.

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Total Number of “Yes” Responses _____

Total Number of “No” Responses _____

Additional Comments:

Counselors Signature: _____________________________ Date: _____________________

Principal’s Signature: _____________________________ Date: _____________________
The Program Audit

A comprehensive school counseling program is multifaceted and designed with continuous evaluation and modification in mind. Audits serve to set the standards for the school counseling program. The audit is used to breakdown and analyze each program component. Once completed, the audit indicates implementation areas that will be improved or enhanced. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. The audit results should drive the program goals, training, and behavior for the following year.

The Arkansas Model
Program Audit
(Internal Checklist)
Directions: Write the number beside each statement using the following criteria: 0=None; 1=In Progress; 2=Completed; 3=Implemented; 4=Evaluated

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

School_______________________________________________________ Date_____________

Foundation

I. Beliefs and Philosophy
The philosophy is a set of principles that guides the development, implementation, and evaluation of the school counseling program.

Criteria 0 1 2 3 4
1.1 A statement of philosophy has been written for the school counseling program.
1.2 Defines how the program will be evaluated and by whom.

II. Mission of School Counseling Programs
The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (what is required for each student 5-10 years after graduation.)

Criteria 0 1 2 3 4
2.1 A mission statement has been written for the school counseling program.
2.2 Links with the vision, purpose and mission of the state, district, and school.
2.3 Indicates the long-range results desired for all students.

III. Domains and Goals
Goals are the extension of the mission and focus on the results students will achieve.

Criteria 0 1 2 3 4
3.1 Goals have been written for the school counseling program.

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

Criteria 0 1 2 3 4
4.1 Student competencies have been written that
directly relate to the domains: academic, career, personal/social.
4.2 Developmentally appropriate student competencies are specified for each grade-level grouping.
4.3 Selected competencies are based on assessment of student needs and are measurable and observable.

Delivery System

V. Guidance Curriculum
Consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the three domains: academic, career and personal/social.

Criteria 0 1 2 3 4
5.1 Guidance curriculum for all three domains has been written and adopted based on local site needs.
5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.
5.3 Content is measurable (by pre-post test, production creation, or other methods).
5.4 Materials, equipment and facilities are available to support the program delivery.
5.5 Effectiveness of curriculum is evaluated annually.

VI. Individual Student Planning
Individual student planning consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

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<tr>
<td>6.1 There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests.</td>
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<td>6.2 A tool exists at the secondary level to assist students in making appropriate educational plans (i.e. six-year plan).</td>
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<td>6.3 Individual student planning includes: individual appraisal, individual advisement and appropriate student placement.</td>
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<td>6.4 Accurate, appropriate and effective printed material is distributed to support the individual planning efforts of students and their parents.</td>
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VII. Responsive Services
Responsive services within the school counseling program consist of activities to meet the immediate needs of students. These needs or concerns require counseling, consultation, referral, peer mediation or information.

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<tr>
<td>7.1 Students are assisted in solving immediate problems that interfere with their academic, career, and personal/social development (conflict resolution and/or peer mediation).</td>
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<td>7.2 There is a systematic and consistent provision for the referral of students who exhibit barriers to learning.</td>
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<td>7.3 Responsive services include: Individual and small-group counseling</td>
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<td>7.4 A system is in place to ensure intervention for identified students.</td>
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<tr>
<td>Consultation/collaboration</td>
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<td>Referral system</td>
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VIII. System Support
System support consists of management activities that establish, maintain and enhance the total counseling program
Criteria 0 1 2 3 4
8.1 Counselors provide professional development to staff regarding the school counseling program.
8.2 Counselors participate in professional development activities.

Management System

IX. School Counselor/Administrator Agreements
Agreements are statements of responsibility by each counselor specifying the program results and students the counselor is accountable for. These agreements are negotiated with and approved by the designated administrator.

Criteria 0 1 2 3 4
9.1 Counselors and administrators agree on assignments of counselors.

X. Use of Data and Student Monitoring
Analysis of data drives the program. Monitoring students’ progress ensures each student acquires the identified competencies. Monitoring may be systemic by district or specific to school site, grade, class or individually, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

Criteria 0 1 2 3 4
10.1 There is an established means to monitor students’ progress in guidance-related competencies, including academic achievement.

XI. Use of Time/Calendar
A master calendar of events is developed and published to effectively plan and promote the school counseling program. To maximize active participation in the program, the calendar provides students, parents, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held.

Criteria 0 1 2 3 4
11.1 A list of appropriate systems support services (counseling/non-counseling) has been created.
11.2 A master calendar exists.
11.3 The master calendar identifies grade level(s), dates and activities.
11.4 Master calendar is published and distributed to appropriate persons, students, staff, parents and the community.
Accountability

XII. Results Report
For every competency or result assumed by counselors, there must be a plan of how the school counselor intends to achieve the desired competency or result.

Criteria 0 1 2 3 4
12.1 Results are analyzed and used to improve the program in subsequent years.

XIII. Counselor Performance Standards
The school counselor’s performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

Criteria 0 1 2 3 4
13.1 Is written to access the school counselor’s ability to understand and implement the foundation of the comprehensive counseling program.

XIV. Program Audit
The program audit provides evidence of the program’s alignment with the Arkansas Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.

Criteria 0 1 2 3 4
14.1 The program is audited annually.
14.2 The audit aligns with and includes all program components.
14.3 The results of the audit are shared in the spring and drive the program training and behavior for the following year.
# Arkansas Model Checklist

<table>
<thead>
<tr>
<th>Action</th>
<th>Date Started</th>
<th>Date Completed</th>
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<tbody>
<tr>
<td>Read the National Model and Arkansas Model</td>
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<tr>
<td>Start with your existing program</td>
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<td>Allow for minor adaptations</td>
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<tr>
<td>Use a team approach</td>
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<tr>
<td>Expect some staff to resist change</td>
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<td>Be flexible</td>
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<tr>
<td>Cooperation with teachers is crucial</td>
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**Planning**

- Establish leadership
- Commitment to action
- Form an advisory council
- Gain administrative and school board support
- Assess what is currently working
- Identify the changes and additions from current program to ArSCA program

**Building the Foundation**

- Analyze school and student data
- Identify current strengths and areas of Improvement
- Write philosophy
- Write mission statement
- Use the standards crosswalk tools to identify standards, competencies, and indicators
- Determine program priorities
- Assign standards and competencies to grade levels

**Designing the Delivery System**

- Determine time allotments for each component
- Develop action plans
- Identify the guidance curriculum to be used
- Determine the data that will be collected
- Decide which counselors (or staff) will perform which activities

**Implementing the Program**

- Setting up the program
- Working the program
- Promoting the school counseling program

**Setting Up the Program (Management)**

- Establish program budget
- Complete management agreement forms
### Working the Program (Management)
- Develop a master planning calendar
- Develop weekly and monthly planning calendars
  - Continued…
- Set time allocations
- Plan professional development activities
- Implement curriculum activities at each grade

### Promoting the School Counseling Program (Advocacy)
- Develop a program brochure
- Present the program to school staff
- Develop a website
- Present the program to the governing board for official approval

### Accountability
- Monitor program results
- Monitor counselors’ growth and performance
- Monitor students’ progress

### Making the Transition
- Expand your leadership base
- Brainstorm potential obstacles and develop strategies to overcome barriers
Additional Resources

- ASCA website  http://schoolcounselor.org
- ArSCA website  http://ar sca.k12.ar.us
- NBCC website  http://www.nbcc.org/
- NBPTS website  http://www.nbpts.org/
- National Center for Outcomes Research website  http://www.umass.edu/schoolcounseling/
- The Educational Trust  http://www2.edtrust.org/edtrust
- Arkansas Dept. of Education  http://www.arkansased.org

Appendix

- Glossary of Terms
- References
Glossary of Terms

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

Closing the Gap: refers to the difference in achievement levels generally between privileged students and students of color or low socio-economic status.

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

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

Inappropriate school counseling activities: any activity or duty not related to the development, implementation, or evaluation of the counseling program.

Performance appraisal: assessment of agreed-upon goals, contributions to the school counseling program, and personal and professional characteristics. Specifies contract status recommendations and indicates summative evaluation of school counselor effectiveness.

Professionalism: counselors adhere to ethical, legal and professional standards developed by state and national school counseling organizations.

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

Systemic change: change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.
References


