

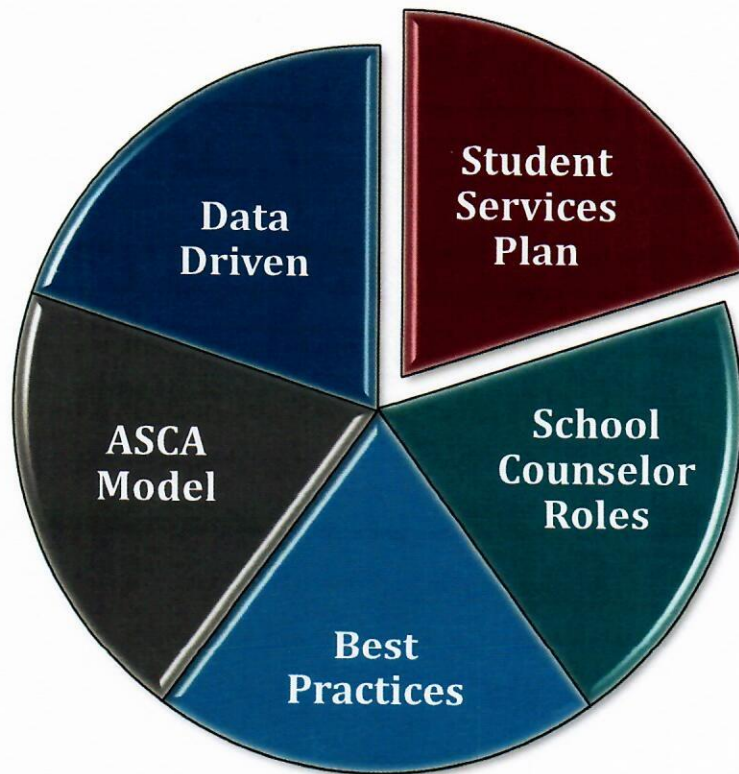
# **Cave City School District**



## **Student Service Plan 2018-2019**

# **Arkansas School Counselor Comprehensive Counseling Program Guide**

## **School Counselor Roles and Best Practices**



**Arkansas Department of Education**  
Guidance and School Counseling

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## Section One

Arkansas school counselors provide a thoughtfully planned program to help students meet their fullest potential academically, socially/emotionally, and in career decision-making. The role of the school counselor is broad and requires expertise in multiple topics. This manual has been adapted as a guide for Arkansas school counselors to develop and personalize for use at each school and/or district. It includes information about legislation and Rules regarding public school student services planning, shares the American School Counselor Association Model including the Mindsets and Behaviors, and includes the Teacher Excellence and Support System (TESS) rubric as part of a holistic design for school counseling programming.

The American School Counselor Association defines a comprehensive school counseling program as 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 social/emotional development, promote and enhance the learning process for all students.”

Arkansas school counselors can utilize The Arkansas School Counselor Comprehensive Counseling Program Guide as an advocacy tool to educate all stakeholders; administrators, teachers, community, parents and students in regard to the role, function, and job skills required of the school counselor.

### **Arkansas Comprehensive School Counseling Programs Roles and Best Practices**

School counseling programs are comprehensive in nature. They include planning and management, implementation and delivery, and data-driven evaluation to determine the effectiveness of the program. A team approach is essential to comprehensive school counseling programs. All stakeholders must be actively involved in promoting student achievement. Stakeholders include school counselors, faculty, administrators, students, parents, psychologists, social workers, and community.

### **Introduction to the American School Counselor Association (ASCA) Model**

Arkansas school counselors adhere to the highest standard of professional practices as defined by the ASCA National Model in the development and implementation of comprehensive school counseling programs.

The ASCA National Model: A Framework for School Counseling Programs guides school counselors in developing and implementing a comprehensive counseling program that enhances learning for all students. Access to school counselors helps students develop the mindsets and behaviors needed for academic, career and personal success. A comprehensive counseling program is planned, intentional and based on data-driven decision making. It is based on four components: foundation, management, delivery and accountability.

The 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 themes of leadership, advocacy, collaboration and systemic change. 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 are focused on achieving results. Today’s counselors are leaders, advocates, systemic change agents and collaborators.

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 social/emotional development, promote and enhance the learning process for all students.



## National School Counseling Week

School counselors celebrate National School Counseling week, which is held each February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the tremendous impact school counselors have in helping students achieve school success and plan for a career.

## School Counselor Advocacy



<https://www.dreamstime.com/royalty-free-stock-images-iceberg-picture-render-image31729549#res1354787>

*This is what others observe about school counseling...*

Classroom guidance, small groups, individual counseling, coordinating committees and programs, large group professional development, parent meetings etc.

*This is what counselors do that is not always observed, but should be shared with others...*

Vision, mission, program goals, closing the gap plans, delivery including direct counseling and administrative activities, responsive services, provision of support to students (food, school supplies, clothing, personal hygiene) etc.

## Introduction to the Implementation of an Arkansas Comprehensive School Counseling Program

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. The ASCA model has been used as a framework for the Arkansas School Counselor Comprehensive Counseling Program Guide and Arkansas School Counselor Toolkit. The Model is:

### **Comprehensive in Scope**

A comprehensive school counseling program will focus on *all* students. The emphasis is on promoting success for *every* student, so that they will achieve in school and develop into contributing members of our society.

### **Preventive in Design**

School counselors design programs and services that emphasize proactive preventative education through the implementation of the school guidance core curriculum. Preventive Tier One implementation includes emphasis on the ASCA Mindsets and Behaviors, as well as the Arkansas standards being taught in public schools



### ***Developmental in Nature***

School counselors establish program goals, expectations, support systems, and experiences that are developmentally appropriate for *all* students. To support varying student developmental needs, counselors increase the intensity and frequency of interventions as needed.

### ***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.

### ***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 leads to greater opportunity and increased academic achievement. School counselors focus on closing 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 by implementing school reforms and participating in professional communities and professional development opportunities.

### ***Advocacy***

School counselors advocate for students' academic, career, and social/emotional needs and work to ensure these needs are addressed at every level of the school experience. 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. By increasing access to challenging programs and coursework, students will be better prepared for college and/or careers.

### ***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 achievement gaps. School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members.

### ***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 performance and student coursework. Systemic change occurs with the sustained involvement of all critical players in the school setting, including and often led by school counselors.



## **Research Supporting Comprehensive School Counseling Programs**

**American School Counselor Association**

**Empirical Research Studies Supporting the Value of School Counseling**

<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf>

**The School Counselor and Comprehensive School Counseling Programs**

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_ComprehensivePrograms.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf)

**National Association for College Admission Counseling (NACAC): Effective Counseling in Schools Increases College Access**

<http://www.nacacnet.org/research/research-data/Research%20Member%20Only/McDonough.pdf>

**Utah Comprehensive Counseling and Guidance Program Evaluation Report  
AYP and School Counseling**

[http://www.schools.utah.gov/cte/documents/guidance/publications/Research\\_UtahSchoolCounselingEvaluation.pdf](http://www.schools.utah.gov/cte/documents/guidance/publications/Research_UtahSchoolCounselingEvaluation.pdf)

**Reporting Student Outcome Data from SLTs Helping Stakeholders Understand How School Counselors Impact Students**

<http://www.lacounseling.org/images/lca/Reporting%20Student%20Outcome%20Data%20from%20SLTs.pdf>

**University of Massachusetts Amherst**

**Paving The Road To College: How School Counselors Help Students Succeed**

<https://www.umass.edu/schoolcounseling/uploads/TheChicagoReport.pdf>

**A National Look at the High School Counseling Office**

**What Is It Doing and What Role Can It Play in Facilitating Students' Paths to College?**

[http://www.nacacnet.org/research/research-data/nacac-research/Documents/NACAC\\_Counseling\\_PhaseII.pdf](http://www.nacacnet.org/research/research-data/nacac-research/Documents/NACAC_Counseling_PhaseII.pdf)

**California Department of Education – Research on School Counseling Effectiveness**

**Provides a collection of sources that address the effectiveness of school counseling and other student support services, including their contribution to the personal and academic success of students.**

<http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

**Key Policy Letters from the Education Secretary and Deputy Secretary  
June 30, 2014**

<http://www2.ed.gov/policy/elsec/guid/secletter/140630.html>

**The School Counselor and Discipline**

[https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_Discipline.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Discipline.pdf)