April, 2015

Iowa School Counseling

Program Framework

Iowa Department of Education

State of Iowa
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ACKNOWLEDGEMENTS:
The Iowa Department of Education extends its sincere appreciation to: The American School Counseling Association for allowing us to use extensive text from *The American School Counselor Association National Model: A Framework for School Counseling Programs, 3rd Ed..* The Iowa School Counseling Framework is the product of numerous contributions of dedicated professionals who are committed to transforming Iowa school counseling programs to support educational opportunities for all Iowa students. Their participation on the Iowa School Counseling Transformational Design Team and School Counseling Taskforce, AEA School Counseling Team, and the Iowa School Counselor Association Board has and continues to significantly enhance the effectiveness of the work Iowa professional school counselors do, thus helping to ensure all students have the opportunity to benefit from quality school counseling programs.

Iowa Professional School Counselor Administrative Rules

9A. **Beginning July 1, 2007,** each school district shall have a qualified professional school counselor who shall be licensed by the board of educational examiners under chapter 272. **Each school district shall work toward the goal of having one qualified professional school counselor for every three hundred fifty students enrolled in the school district.** The state board shall establish in rule a definition of the standards for an articulated sequential kindergarten through grade twelve guidance and counseling program.

"School counseling program" means an articulated sequential kindergarten through grade 12 program that is comprehensive in scope, preventive in design, developmental in nature, driven by data, and integral to the school district's curricula and instructional program. **The program is implemented by at least one professional school counselor,** appropriately licensed by the board of education examiners, who works collaboratively with the district's administration and instructional staff.

The program's delivery system components shall include the following:
1. School guidance curriculum
2. Support of the overall school curriculum
3. Individual student planning
4. Responsive services
5. System support

ITEM 2.
Standards for school counseling programs. The board of directors of each school district shall establish a K-12 comprehensive school counseling program, driven by student data and based on standards in academic, career, and social/emotional areas, which supports the student achievement goals of the total school curriculum and to which all students have equitable access.

a. A qualified professional school counselor, licensed by the board of educational examiners, who works collaboratively with students, teachers, support staff, and administrators shall direct the program and provide services and instruction in support of the curricular goals of each attendance center. The professional school counselor shall be the member of the attendance center instructional team with special expertise in identifying resources and technologies to support teaching and learning. **The professional school counselor and classroom teachers shall collaborate to develop, teach, and evaluate attendance center curricular goals with emphasis on the following:**
   (1) Sequentially presented curriculum, programs, and responsive services that address growth and development of all students
   (2) Attainment of student competencies in academic, career, personal, and social areas

b. The program shall be regularly reviewed and revised and shall be designed to provide all of the following:
   (1) Curriculum that is embedded throughout the district's overall curriculum and systemically delivered by the school counselor in collaboration with instructional staff through classroom and group activities and that consists of structured lessons to help students achieve desired competencies and to provide all students with the knowledge and skills appropriate for their developmental levels
   (2) Individual student planning through ongoing systemic activities designed to help students establish educational and career goals to develop future plans
   (3) Responsive services through intervention and curriculum that meet students' immediate and future needs as occasioned by events and conditions in students' lives and that may require any of the following: individual or group counseling, consultation with parents, teachers, and other educators, referrals to other school support services or community resources, peer helping, and information
   (4) Systemic support through management activities that establish, maintain, and enhance the total school counseling program, **including professional development,** consultation, collaboration, program management, and operations

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

Iowa School Counseling Program Framework

The Iowa School Counseling Framework provides a model to guide and assist Iowa's professional school counselors in their implementation of a comprehensive and accountable school counseling program. Based upon the American School Counselor Association (ASCA) National Model, the Iowa Framework is a model considered "best practice" for the profession. "School counseling program" means an articulated, sequential K-12 program that is comprehensive in scope, preventative in design, developmental in nature, driven by data, and integral to a school district's curricula and instructional program. The Iowa School Counseling Framework is written to reflect a comprehensive approach to program foundation, delivery, management, and accountability. The framework provides a system that identifies mindset and behavior standards that describe the knowledge, skills, and attitudes every student needs for school success. It encourages and promotes each student's academic, career, and social/emotional development in preparation for the challenges of the 21st century. Ultimately, it is by using the Iowa School Counseling Framework to design comprehensive, data-driven, and accountable school counseling programs that Iowa school counselors will support every Iowa student in becoming college-, career-, and citizen-ready.

Dear Professional School Counselor,

Understanding where you are and where you want to go is a key part of the learning process. Every day, professional school counselors play a big role in helping students get to where they want to be, whether it's in the classroom, in their future careers, or in their personal lives. The Iowa School Counseling Framework recognizes this crucial role, as well as the profession.

The framework initially was launched following 2007 legislation that set standards for school counseling programs in Iowa and required at least one licensed professional school counselor for each school district.

Please review and use the revised Iowa School Counseling Framework for implementing your school counseling program that is rooted in accountability and supports a world-class education for all students.

I look forward to working with you as we set out to elevate Iowa's schools from good to great. Thank you for your vision and commitment to education in Iowa.

Sincerely,

Brad A. Buck, Director and Executive Officer
Iowa Department of Education
www.educateiowa.gov

"I ask every American to commit to at least one year or more of higher education or career training. Every American will need to get more than a high school diploma. And dropping out of high school is no longer an option. It's not just quitting on yourself, it is quitting on your country."

President Barack Obama, State of the Union Address, February 24, 2009.

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

Iowa Professional School Counselor Mission Statement

Our mission is to support all Iowa professional school counselors in their implementation of data-driven, standards-based, comprehensive school counseling programs that address the academic, career, and social/emotional development of all students. As transformed leaders and student advocates, Iowa professional school counselors collaborate with stakeholders to remove institutional and environmental barriers, close achievement and opportunity gaps, and ensure access, equity, and success for all students. As a result, all students will be empowered by the mindsets and behavior standards, acquiring the skills, knowledge, and attitudes to graduate college-, career-, and citizen-ready.

The ASCA National Model Themes*

Advocacy

Advocating for the academic achievement of every student is a key role of school counselors and places them at the fore-front of efforts to promote school reform. School counselors are advocates when they do the following:

- Implement equitable services and interventions for all students
- Address inequitable policies, procedures, or conditions
- Contribute to creating systemic change and educational reform
- Work to implement a comprehensive, K-12 school counseling program

Leadership

School counselor leaders are culturally responsive change agents who integrate instructional and school counseling best practices. School counseling leadership requires:

- Thinking in a visionary manner
- Challenging inequities
- Sharing decision-making
- Processing collaboratively
- Modeling excellence
- Taking courageous stances

Collaboration

By collaborating with stakeholders, inside and outside of the school, school counselors access resources that support student achievement and development. Types of collaboration could include:

- Inter-professional collaboration: teachers, administrator, and other helping professionals
- Youth-centered collaboration: viewing youth as experts and partners
- Parent-centered collaboration: viewing parents as experts and partners
- Intra-organizational collaboration: community agencies and social services agencies

Systemic Change

School counselors use data to support leadership, advocacy, and collaboration and to identify systemic barriers to student achievement. School counselors access school wide student achievement, attendance, and behavior data to promote student success. Examples of success resulting from systemic change include:

- Increased promotion and graduation rates
- Decreased discipline and suspension rates
- Increased school attendance and participation
- Increased number of students graduating college-, career-, and citizen-ready

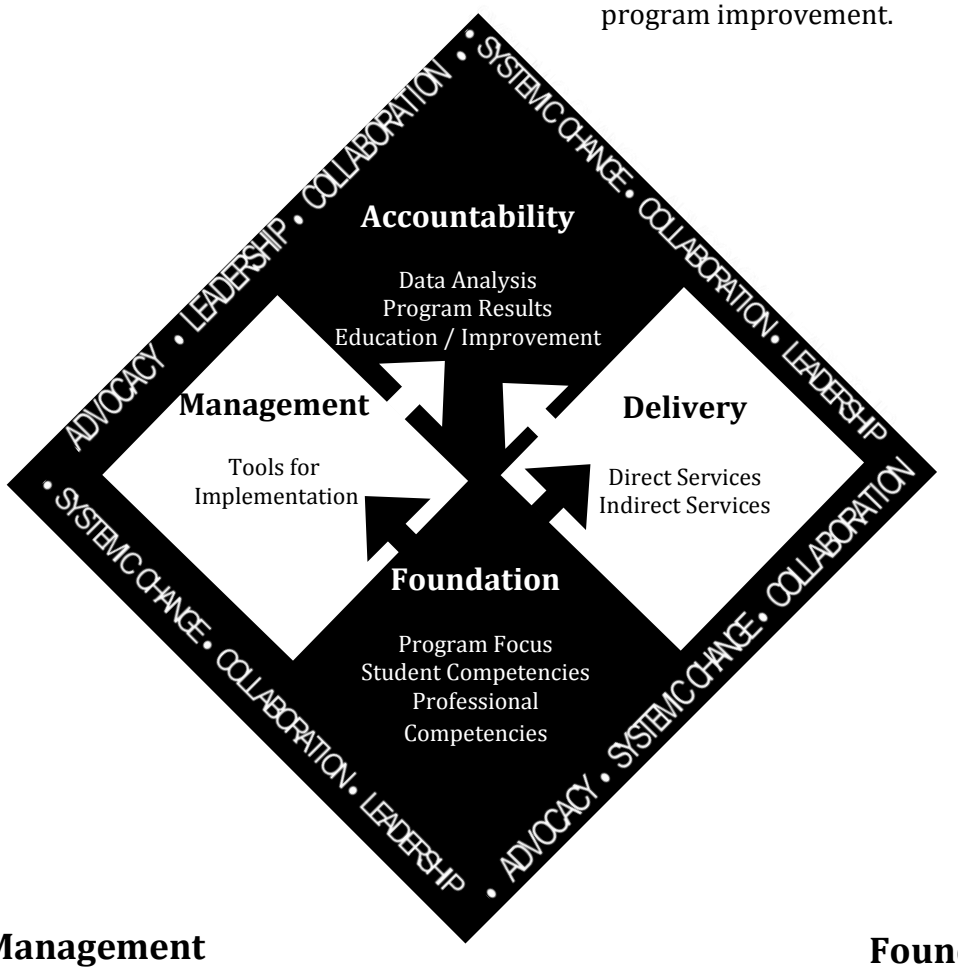
*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

Accountability

The accountability component addresses program effectiveness to answer the question, "How are students different because of the school counseling program?" A yearly program audit is an important component of the K-12 program and system. School counselors must demonstrate the effectiveness of their programs in measurable terms.

Delivery System

The delivery component consists of direct and indirect student services. The Delivery System includes methods and strategies for ensuring that all students receive the benefits of the program. Components include a well-defined, articulated, sequential K-12 school counseling curriculum, individual academic and career planning for every student, appropriate responsive services, and a strong system support plan for ensuring continuous program improvement.



Management

The management component utilizes student data that is essential for setting priorities, creating yearly action plans, and scheduling the delivery system with the use of an annual calendar. Proficiency in the collection and use of data provides powerful information to plan the most effective program.

Foundation

The foundation component is the focus of the school counseling program and is based on the academic, career, and social/emotional needs of all students. It is the "what" of the program. Elements include program focus (belief, mission, vision), student competencies, and professional school counselor competencies.

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

Program Focus

The foundation of the Iowa School Counseling Framework is the basis upon which the counseling program rests. Just as a building structure is only as strong as the foundation upon which it has been built, a strong counseling program rests securely on its foundation. The "why" and the "what" of the school counseling program are answered in the elements of the foundation. Foundation ties into the specific school improvement goals and includes a mission statement, the beliefs and philosophy of the program, the school counseling domains, and the counseling standards and benchmarks. Building a strong foundation is critical for the program to be an essential part of the total educational program.

Beliefs

Beliefs are the guiding forces in the development of an effective program. They are the principles that have been identified by the district counseling team as essential to the development of the school counseling program. It is upon these beliefs that professional school counselors build K-12 counseling programs that are articulated, developmental, and comprehensive in design.

Vision

Vision focuses on the future. Professional school counselors can promote the success of students by developing a vision of learning for all students that supports the district vision and is supported by all stakeholders. Effective vision statements are aligned with school and district visions; they are future-oriented, bold, compelling, aspiring and inspiring.

Mission

The mission statement provides the focus and direction to reach the vision creating one focus in implementing a Pre K-12 program. If someone were to question the reason for the existence of a school counseling program, the professional school counselor should be able to answer this question by citing this mission statement. It is a very precise way of stating why a school counseling program is needed and how it benefits all students.

Program Goals

Program goals define how the vision and mission will be measured. Program goals are statements about desirable outcomes. Goal statements promote specific outcomes including improved student achievement, attendance, behavior, school safety, and engagement. Goals are based on school and district data, and, in many cases, focus on issues related to achievement or opportunity gaps.

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

Standards and Student Competencies

Iowa Core and ASCA Mindsets and Behaviors: Creating a Culture of College and Career Readiness

Overview:

Counselors are in a unique position as school leaders and student advocates to ensure that school-wide goals and initiatives are implemented to support every student in becoming college and career ready. In addition, school counselors have the necessary skills to ensure that the school culture supports a collaborative community of learners, positively affecting student achievement – a goal of the Iowa Core. To achieve this goal, school counselors must have a clear understanding of what it takes to create a culture of college and career readiness (CCR) and understand how the Iowa Core and ASCA Mindsets and Behaviors are at the heart of achieving that goal.

Iowa Core:

The Iowa Core Standards include college and career readiness standards in literacy and mathematics, as well as academic content standards in the areas of science, social studies,, and 21st Century Skills. School Counselors must understand the structure of the Iowa Core, with CCR standards anchoring the document and defining general, cross-disciplinary expectations while K-12 grade-specific standards define end-of-year expectations and cumulative progression. Like all Iowa Educators, Iowa's professional school counselors need professional development opportunities that ensure a working knowledge of the Iowa Core. Information regarding the Iowa Core Standards and Iowa Core Essential Elements can be found on the Iowa DE website at: https://iowacore.gov

ASCA 's Mindsets and Behaviors:

ASCA's "K-12 College- and Career-Readiness Standards for Every Student" are based on research and best practice, describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness, and social/emotional development. School counselors will use these standards to assess student growth and development, guide the development of counseling strategies and activities, and create school counseling programs designed to help students achieve their highest potential. These mindsets and behaviors are designed to link with local and state initiatives, including the Iowa Core Standards.

The ASCA Mindsets and Behaviors are the standards that guide comprehensive counseling programs (see page 12). By using the ASCA Mindsets and Behaviors and the supporting ASCA tools and templates, school counselors are able to select specific competencies and indicators that link to identified Iowa Core Standards (their district/state standards). These specific competencies and indictors:

- ***reflect the vision, mission and goals of the school, the school district, and the school counseling program.***
- ***become the foundation for counseling strategies/ activities including classroom lessons, small groups, and activities addressing individual student's developmental needs.***

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

COMPETENCIES AND USE OF DATA:
School counselors may identify needed competencies for their students using building or district specific data. By preparing small group support, counseling lessons, and individual education plans to address and teach these competencies, school counselors connect to Iowa Core standards and provide specific skill development for college and career readiness. ASCA provides support for creating these lesson plans/activities through the ASCA Mindsets and Behaviors Planning Tool at the following site:

http://www.schoolcounselor.org/school-counselors-members/about-asca/mindsets-behaviors/search-for-competency

IOWA TEACHING STANDARDS AND CRITERIA:

Iowa school counselors are evaluated on the Iowa Teaching Standards and Criteria. The Iowa Teaching Standards appear in Iowa Code section 284.3. The Model Criteria were developed by the Iowa Department of Education with input from stakeholders and adopted by the State Board of Education on 5/10/02. Changes to the criteria were adopted by the State Board of Education on 5/13/10. The amendments strengthen Iowa's commitment to using student performance data to evaluate educators. They specifically address 281--Iowa Administrative Code 83, Teacher and Administrator Quality Programs.

SUMMARY:
The role of the Professional School Counselor demands attention to both the needs of our students and the climate/culture that helps to meet those needs and support academic achievement and CCR for all students. A comprehensive school counseling programs addresses many aspects of college and career readiness including:

- ***providing academic support to students across grade levels***
- ***providing professional support and guidance to educators***
- ***creating standards-based, CCR focused counseling lessons and activities***
- ***working to align with the Iowa Core and the ASCA national standards***

By ensuring that our comprehensive school counseling programs are aligned to state and national standards, Iowa School Counselors are promoting college and career readiness and student success for every Iowa student. Resources to support this work include: www.ascanationalmodel.org; http://www.schoolcounselor.org/school-counselors-members/about-asca/mindsets-behaviors/search-for-competency; https://iowacore.gov

ASCA School Counselor Competencies
Professional Competencies: The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

The ASCA Ethical Standards: ASCA's Ethical Standards for School Counselors specify ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

Managing Program Tools and Assessments

The ASCA National Model provides the following organizational assessments and tools to help manage a K-12 comprehensive school counseling program. These assessments and tools help the school counselor develop, implement, and evaluate their school counseling program based on clear priorities addressing the educational, social/emotional, and career needs of students. They help define the following questions: WHO will implement the program? WHEN will they deliver the activities or curriculum? WHY will certain activities or curricula be used? WHAT authority will guide the overall program?

School Counselor Competencies Assessment: The school counselor competencies assessment helps school counselors assess the attitudes, skills, and knowledge necessary to do their job. (See page 148, *ASCA National Model Framework for School Counseling Programs*.)

School Counselor Program Assessment: The School Counselor Program Assessment helps school counselors self-evaluate their program in comparison with the ASCA National Model. (See page 59, *ASCA National Model Framework for School Counseling Programs*.)

Use-of-Time Assessment: The Use-of-Time Assessment helps the school counselor know how much time is spent in each program component of the model. It is recommended school counselors spend 80 percent of their time in direct and indirect service to students. The remaining 20 percent of their time is for program management.

Annual Agreement: Management agreements define the responsibilities of the administrator and school counselor for the operation of a comprehensive school counseling program. These agreements are renewed each year and may include the Iowa Individual Teacher Professional Development Plan.

School Data Profile: The school data profile template can be used to organize and disaggregate data.

Advisory Council: An advisory council is a group of people appointed to review guidance program results and make recommendations to the school counseling department, the administration, and the school board.

Program Results Data: This data demonstrates whether or not the school counseling program has attained its goals and how students are different as a result of the program. Process data answers the question, "What did you do for whom?" Perception data answers the question, "What do people think they know or believe they can do?" Outcome data shows the impact of the program and answers the question, "So what?"

Action Plans: Action plans are used to address school counseling curriculum, small groups, and closing-the-gap activities.

Calendars: Master and weekly calendars are developed and published to ensure that stakeholders know what is scheduled and that planned activities are accomplished.

Use of Data

The focus and direction of the comprehensive school counseling program is based on student needs as determined through a review of the school's data. Understanding and using data are essential to ensuring every student receives the benefits of the school counseling program.

School counselors show that activities implemented as part of the school counseling program are developed after a careful analysis of achievement, behavior, and attendance data. The use of data helps school counselors:

- Monitor student progress
- Identify students who are having difficulties or behavior problems
- Identify barriers to learning
- Understand factors affecting student behavior
- Identify access or equity issues
- Close achievement or opportunity gaps
- Assess and evaluate the effectiveness of activities within the school counseling program
- Improve, modify, or change services provided to students
- Educate stakeholders about the power of a comprehensive school counseling program
- Advocate for additional resources to increase program effectiveness

A comprehensive school counseling program requires school counselors to be proficient in the collection, analysis, and interpretation of student achievement and behavioral data. While the management section of the ASCA National Model aids school counselors by providing tools for planning and data collection, the accountability section helps with data analysis and program results.

Disaggregating data

To ensure every student achieves high academic standards, it is important to understand aggregate, global data from the entire student body. However, it is even more important to understand the disaggregated data. When disaggregating data, school counselors separate data by variables to determine if there are any groups of students who are not performing as well as others.

For example, a school counselor may be pleased with data revealing that 85 percent of all seniors attend post-secondary education, but he/she may not be as please if disaggregated data reveals that 93 percent of white students attend post-secondary education compare with only 42 percent of students of color. Disaggregated data often brings to light issues of equity and access and helps focus the discussion upon the needs of specific groups of students.

Although there are many ways to disaggregate data, frequently used categories include:

- Gender
- Race/ethnicity
- Socio-economic status (free or reduced lunch)
- Course enrollment
- Language spoken at home
- Special education
- Grade level

Delivery

The **delivery system** is the "how" of the implementation process. The delivery system consists of direct student services, school counseling core curriculum, individual student planning, responsive services, and indirect student services.

Figure 4.1 Delivery System Components			
What	Components & Strategies	Whom	How
Direct Student Services	School Counseling Curriculum Instruction Group Activities Individual Student Planning Appraisal Advisement Responsive Services Counseling Crisis Response	All Students DATA-DRIVEN Identified Students	Interactions with Students: In Large Groups In Classrooms In Small Groups Individually
Indirect Student Services	Referrals Consultation Collaboration	All Students DATA-DRIVEN Identified Students	Interactions with Others

Adapted from Gysbers, N.C. & Henderson, P. (2012*) Developing and managing your school counseling program* (5th ed.), Alexandria, VA: American Counseling Association. (ASCA Model Ed 3)

Direct Student Services
Direct student services are in-person interactions between school counselors and students. Through the direct services components of school counseling core curriculum, individual student planning, and responsive services, school counselors help students develop the knowledge, skills, and attitudes identified from the school counseling core curriculum.

School Counseling Core Curriculum
The school counseling core curriculum consists of a planned, written instructional program that is comprehensive in scope, preventive in nature, and developmental in design. The curriculum is delivered to every student by school counselors and other educators as appropriate. The curriculum promotes knowledge, attitudes, and skills of student competencies appropriate to student developmental levels in three content areas: academic achievement, career development, and personal/social growth.

Individual Student Planning
Individual student planning consists of on-going systemic activities designed to help students establish personal goals and develop future plans. School counselors use these activities to help all students plan, monitor, and manage their own learning.

Responsive Services
Responsive services consist of activities designed to meet students' immediate needs and concerns. This component is available to all students and is often through self-referral.

Indirect Student Services
Indirect student services are provided on behalf of students as a result of the school counselor's interactions with others. Through indirect services, school counselors provide leadership, advocacy, and collaboration, which enhance student achievement and promote systemic change related to equity and access.

Referrals
School counselors direct students and parents to school or community resources for additional assistance or information through referrals. School referral sources may include: academic support such as tutoring, career support such as college-planning web sites or employment training, and personal/social support such as community agencies that treat mental health issues including suicidal ideation, violence, abuse, and depression.

Consultation
School counselors share strategies that support student achievement with parents, teachers, other educators, and community organizations through consultation. School counselors use consultation to receive information on student needs and to identify strategies that promote student achievement.

Collaboration
School counselors work with other educators, parents, and the community to support student achievement and advocate for equity and access for all students through collaboration.

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

The ASCA Mindsets & Behaviors for Student Success: K-12

College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential.

The ASCA Mindsets & Behaviors can align with initiatives at the district, state and national levels. To operationalize the standards, school counselors select competencies and indicators that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies and indicators directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. (See p.14).

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by three broad domains. Standards are arranged within categories and subcategories and grade-level competencies. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

- *Academic Development* – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

- *Career Development* – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

- *Social/Emotional Development* – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of non-cognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on non-cognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others, themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Category 2: Behavior Standards
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening
2. Demonstrate creativity	2. Demonstrate self-discipline and self- control	2. Create positive and supportive relationships with other
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student.* Alexandria, VA: Authors

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at *www.schoolcounselor.org/studentcompetencies*. School counselors can search the standards by keyword to quickly and easily identify standards that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the standards by sharing other ways to meet or align with a specific standard.

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student.* Alexandria, VA: Authors

ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

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	Grade Level		
Mindsets	**Academic**	**Career**	**Social/ Emotional**
1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being			
2. Self-confidence in ability to succeed			
3. Sense of belonging in the school environment			
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success			
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes			
6. Positive attitude toward work and learning			
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions			
2. Demonstrate creativity			
3. Use time-management, organizational and study skills			
4. Apply self-motivation and self-direction to learning			
5. Apply media and technology skills			
6. Set high standards of quality			
7. Identify long- and short-term academic, career and social/emotional goals			
8. Actively engage in challenging coursework			
9. Gather evidence and consider multiple perspectives to make informed decisions			
10. Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility			
2. Demonstrate self-discipline and self-control			
3. Demonstrate ability to work independently			
4. Demonstrate ability to delay immediate gratification for long-term rewards			
5. Demonstrate perseverance to achieve long- and short-term goals			
6. Demonstrate ability to overcome barriers to learning			
7. Demonstrate effective coping skills when faced with a problem			
8. Demonstrate the ability to balance school, home and community activities			
9. Demonstrate personal safety skills			
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills			
2. Create positive and supportive relationships with other students			
3. Create relationships with adults that support success			
4. Demonstrate empathy			
5. Demonstrate ethical decision-making and social responsibility			
6. Use effective collaboration and cooperation skills			
7. Use leadership and teamwork skills to work effectively in diverse teams			
8. Demonstrate advocacy skills and ability to assert self, when necessary			
9. Demonstrate social maturity and behaviors appropriate to situation and environment			

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

The Professional School Counselor and Multi-Tiered Systems of Support

(Adopted 2008, Revised 2014, American School Counselor Association)

American School Counselor Association (ASCA) Position

Professional school counselors are stakeholders in the development and implementation of Multi-Tiered Systems of Support (MTSS) including but not limited to Response to Intervention (RTI) and Culturally Responsive Positive Behavioral Interventions and Supports (CR PBIS). Professional school counselors align their work with MTSS through the implementation of a comprehensive school counseling program designed to improve student achievement and behavior.

The Rationale

MTSS ensure an informed, intentional approach to help students with various learning challenges. Guided by student outcome data, MTSS can be used to make decisions about general, compensatory and special education and assist in the creation of a well-integrated and seamless system of instruction and intervention (Ehren et al., 2006). Within the framework of a data-driven, comprehensive school counseling program professional school counselors meet the needs of all students and identify students who are at-risk for not meeting academic and behavioral expectations. Professional school counselors design and implement plans to address the needs of struggling students by collecting data and analyzing results to determine the effectiveness of the intervention.

The Professional School Counselor's Role

Professional school counselors assist in the academic and behavioral development of students through the implementation of a comprehensive developmental school counseling program based on the ASCA National Model by:

- Providing all students with a standards-based school counseling core curriculum to address universal academic, career and social/emotional development
- Analyzing academic and behavioral data to identify struggling students
- Identifying and collaborating on research-based intervention strategies that are implemented by school staff
- Evaluating academic and behavioral progress after interventions
- Revising interventions as appropriate
- Referring to school and community services as appropriate
- Collaborating with administrators, other school professionals, community agencies and families in the design and implementation of MTSS
- Advocating for equitable education for all students and working to remove systemic barriers

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

The following chart shows how a comprehensive school counseling program aligns with the MTSS process:

Tier 1: Universal Core Instructional Interventions: All Students, Preventative and Proactive	1. Standards and Competencies (Foundation) 2. School Counseling Core Curriculum (Delivery System) 3. Individual Student Planning Direct Student Services (Delivery) 4. Curriculum Action Plan (Management) 5. Curriculum Results Report (Accountability) 6. School Data Profile (Accountability)
Tier 2: Supplemental/Strategic Interventions: Students at Some Risk	1. Standards and Competencies (Foundation) 2. Individual Student Planning Direct Services (Delivery) a. Small-Group Action Plan 3. Responsive Services Direct Student Services (Delivery) a. Consultation and b. Individual counseling c. Small group counseling 4. Closing the Gap Action Plan (Management) 5. Closing the Gap Results Report (Accountability)
Tier 3: Intensive, Individual Interventions: Students at High Risk	1. Standards and Competencies (Foundation) 2. Responsive Services Direct Student Services (Delivery) a. Consultation b. Individual counseling c. Small group counseling d. Referral to school or community services 3. Closing the Gap Action Plan (Management) 4. Closing the Gap Results Report (Accountability)

Summary

Professional school counselors implement a comprehensive school counseling program that addresses the needs of all students. Through the review of data, professional school counselors identify struggling students and collaborate with other educators to provide appropriate interventions through the MTSS process. Professional school counselors work collaboratively with other educators to remove systemic barriers for all students and implement intervention programs that assist in student success.

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

Accountability and the Use of Data

The accountability component is a critical part of the Iowa Framework because it answers the question, "How are students different because of the school counseling program?" The only way to address that question is through the use of data. Data is the evidence of student progress or lack of progress. Accountability is rooted in data. In order for any school counseling program to be accountable, the program must be responsive to the data. Data allows school counselors to address individual student successes and challenges as well as the successes or concerns of student subgroups. In addition, counselors can use data to look at the successes and challenges within individual school buildings as well as within K-12 systems and districts as a whole. As counselors disaggregate data, they are able to uncover equity and access issues and, as a result, design interventions to address those issues. Whether it is through standards-based classroom instruction or intentional guidance, these are the interventions that will ultimately assist school counselors in closing the achievement gap for ALL students. By designing accountable school counseling programs, Iowa school counselors are continuously using data to determine program effectiveness and ultimately ensure success for all Iowa students. The *ASCA National Model, Third Edition,* offers tools and assessments to help school counselors make data-driven decisions. The accountability component of the model provides guidance for collecting and analyzing data, as well as using this data, for measuring program results, and for evaluation and improvement.

Component 1: Accountability and Data Analysis

Data are reviewed over time to inform the school counselor about student needs and school and community trends. The school data profile and the use of time assessment are reviewed annually to evaluate and improve the school counseling program.

The school data profile is a summary of the school's achievement, attendance, behavior, and safety records over a multi-year period. This analysis can contribute to a better understanding of trends in the school as well as help counselors to monitor achievement, identify gaps, and recognize a need for systemic change. The first profile becomes the baseline, with yearly updates conducted to assess both program progress and impact. Examples of school data profiles can be found in the *ASCA National Model: A Framework for School Counseling Programs* text.

Analysis of the use-of-time assessment informs many components of a comprehensive school counseling program such as the annual agreement, calendars, curriculum, and small-group action plans. It is recommended that counselors spend 80 percent of their time in direct and indirect services to students, while the other 20 percent is spent in program management tasks. Use of time within the 80 percent direct/indirect services to students may look different from school to school based on the data. The ASCA National Model recommends that school counselors estimate the number of hours they are engaged in direct and indirect services for a two-week period annually. This information will allow counselors to reflect on the effectiveness of program delivery and to make adjustments as needed.

While school counselors understand the importance and value of collecting and analyzing data, they often express concerns about having the skills to increase their use of data and finding the time to do the work required of data collection and analysis. There are a variety of processes and tools available to counselors; one such resource is *Making DATA Work* by Dr. Anita Young and Dr. Carol Kaffenberger.

Component 2: Accountability and Program Results

Analyzing school counseling program results reports ensures that programs are evaluated for effectiveness and informs decisions related to program improvement. Three types of results reports are created based on action plans developed as part of program management activities: curriculum results reports; small group results reports; and closing-the-gap results reports. Results report data analysis follows the completion of an action plan and helps school counselors to evaluate the plan. By reviewing results reports annually (at a minimum), they can be used for goal setting for the following year. School counselors demonstrate their advocacy and leadership role as they use the findings from results reports to reduce or remove barriers to learning.

Component 3: Accountability, Evaluation, and Improvement

Program evaluation and improvement address four areas: self-analysis of counselor's strengths, specifically related to the school counselor competencies; self-analysis of the school counseling program's strengths; and evaluation of the school counselor's performance. Practicing school counselors may use the competencies as a checklist when making a professional development plan as well as for self-evaluation, while administrators may find the competencies useful as a guide for hiring and/or for developing performance evaluations.

The school counseling program assessment can be found in the national model and is aligned with the four components of the ASCA National Model. The primary purpose for collecting this information is to guide future actions within the program and to improve future results for students. This tool will aid counselors in determining the strengths of the program, areas for improvement, and short-range and long-range goals.

School Counseling Program Benefits

Benefits for Students

- Ensures every student receives the benefit of the school counseling program
- Promotes a rigorous academic and social/ emotional curriculum for every student
- Helps children feel healthy, safe, engaged, supported, and challenged
- Ensures equitable access to educational opportunities and strategies for closing the gap
- Monitors data to facilitate student improvement
- Supports development of skills to increase college-, career-, and citizen-readiness for all students
- Enhances articulation and transition between grade levels

Benefits for Parents/Guardians

- Provides support in advocating for their children's academic, career, and social/emotional development
- Supports partnership in their children's learning and academic and career planning
- Connects to community and school-based services to meet needs of the whole child

Benefits for Teachers

- Promotes an inter-disciplinary team approach to address student educational and social/ emotional needs
- Supports a safe and engaging learning environment
- Analyzes data to improve school climate and student achievement

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission
- Provides a proactive guidance curriculum to support student achievement
- Monitors data for enhancing school climate and school improvement

Benefits for School Counselors

- Supports access for all students
- Defines responsibilities within the context of a school counseling program
- Seeks to eliminate non-counseling program activities
- Provides a tool for program management, implementation, and accountability
- Recognizes school counselors as leaders, advocates, and change agents
- Ensures the school counseling program contributes to the school's mission

Benefits for Post-Secondary Education

- Promotes equity and access to post-secondary education for every student
- Enhances articulation and transition of students to post-secondary institutions
- Motivates every student to seek a wide range of post-secondary options
- Supports rigorous academic preparation

Benefits for Community, Business, Labor, and Industry

- Builds collaboration which enhances students' post-secondary success
- Connects business, industry, and labor to students and families
- Supports the academic preparation necessary for students' success in the workforce
- Increases opportunities for stakeholders to actively participate in school counseling program

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

Glossary

Academic Achievement: Attainment of educational goals as determined by data such as standardized achievement test scores, grades on tests, report cards, grade point averages, and state and local assessments of academic progress.

Accountability: Responsibility for one's actions, particularly for objectives, procedures, and results of one's work and program; involves an explanation of what has been done.

Action Plan: How the counselor, or others, intend to achieve the desired result or competency; items in an action plan include: domain; standard and competency; actual activity and curriculum; time of completion of activity; data used; means of evaluation; and the expected result for the student(s).

Advisory Council: An 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.

Advocacy: Actively supporting causes, ideas, or policies that promote and assist student academic, career, and personal/social needs. One form of advocacy is the process of actively identifying underrepresented students and supporting them in their efforts to perform at their highest level of academic achievement.

Appraisal: Evaluation instrument containing competencies, indicators, and descriptors.

AP Tests: Advanced placement assessments.

Articulation: A process for coordinating the linking of two or more educational systems within a community.

ASCA: American School Counselor Association.

ASCA Mindset & Behaviors: Thirty-five mindset and behavior standards identify and prioritize the specific attitudes, knowledge, and skills students should be able and demonstrate as a result of a school counseling program.

ASCA National Standards: A set of national educational standards established to identify and prioritize the specific attitudes, skills, and knowledge that students should be able to demonstrate as a result of participating in a school counseling program.

Assessment: A tool used to measure the criteria; includes competencies, indicators, and descriptors.

Audit: An overall assessment of the school counseling program in comparison with ASCA's National Model for School Counseling Programs. Audits serve to set the standard for the school counseling program; it is initiated when the program is being designed and then evaluated on a yearly basis.

Benchmarks: Clear and specified levels of performance, proficiencies, or outcomes against which an institution, group, or individual might be compared.

Career Cluster: A group listing of occupations in a specific field of work that require similar skills and similar or related knowledge, competencies, and training.

Career Cluster Assessment: An assessment that identifies a group of related occupations requiring similar or related knowledge, competencies, and training.

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Career Development: The necessary skills and attitudes for successful transition from school to work or post-secondary training or education.

Career-ready: Means that high school graduates can read, comprehend, interpret, and analyze complex technical materials; can use mathematics to solve problems in the workplace; and can pass a state-approved industry certificate or licensure exam in their field.

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

Collaboration: A partnership where two or more individuals or organizations actively work together on a project or problem.

College-ready: Means a high school graduate has the reading, writing, and math knowledge and skills to qualify for and succeed in entry-level, credit bearing, college-degree courses without the need for remedial classes.

Competencies: Knowledge, attitudes, or skills that is observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome.

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.

Counseling: A special type of helping process implemented by a professionally trained and certified person, involving a variety of techniques and strategies that help students explore academic, career, and personal/social issues impeding healthy development or academic progress.

Crosswalk (ASCA National Standards): A matrix used in standards and curriculum alignment. The matrix lists all standards, competencies, and indicators; it makes the alignment visible by showing specifically where each competency is taught developmentally by grade or within a guidance lesson.

Data-driven: Decisions concerning future actions that are based on information, survey reports, assessments, statistics, or other forms of data.

Delivery System: The means around which the counseling program is organized and delivered; includes four components: guidance curriculum; individual student planning; responsive services; and system support.

Developmental Counseling Program: School counseling curriculum based on the developmental age of the student and conducted on a regular and planned basis to assist students in achieving specified competencies.

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

Domains: Broad areas of knowledge base (academic, career, and personal/social) that promote the learning process.

Evaluation: A process used by an individual or group to determine process or quality; evaluation is a key element in any improvement process.

Foundation: Includes the beliefs, philosophies, missions, domains, and ASCA National Standards and competencies.

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Four Year Plan: An education- and career-planning tool that is designed to assist students in completing their educational goals. The Four Year Plan is initiated during the 8th grade school year, updated yearly, and finalized in the last year of high school.

Goals: The extension of the mission statement; they provide the desired student results to be achieved by the time the student leaves the school system.

Guidance Curriculum: The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities.

I Have A Plan Iowa: A statewide community web portal that provides free access, information, and resources for all Iowans seeking assistance with education and career planning.

Indicator: Measurable evidence that individuals have abilities, knowledge, or skills for a specific competency.

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

Intentional Counseling Groups: An intentional guidance intervention implemented through the use of select counseling groups created after identification and analysis of specific results-data.

Interest Profiler Assessment: An assessment tool measuring work-related interests.

Iowa Core Standards: Academic content standards that each and every Iowa student must learn in literacy, mathematics, science, social studies, and 21st century skills to prepare for college, work, and life.

ISCA: Iowa School Counselor Association.

Management Agreement: A statement of responsibility negotiated between the principal and counselor that includes office organization, how a program is carried out, and accountability criteria and specific results.

Management System: The management system addresses the allocation of resources to best address the goals and needs of the program. Individual staff responsibilities, accountability, and the cooperation among resource persons responsible for program results are outlined.

Master Calendar: A master calendar of guidance events is maintained by the school counseling staff and is distributed to teachers, students, and parents on a regular basis. Planning, visibility, and credibility are enhanced by effective use of a master calendar.

Mission Statement: This is a statement which outlines the purpose or vision of the school counseling program. It is the long-range desired outcome for students. This statement must be compatible with the stated purpose or mission of the school system within the program operates.

Multi-Tier Systems of Support (MTSS): Multi-Tiered System of Supports (MTSS) in Iowa, also known as Response to Intervention or RtI, is an **every-education** decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students starting in general education.

NAEP Tests: National Assessment of Educational Progress assessment.

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Perception Data: These data measure what students and others observe or perceive, knowledge gained, attitudes, and beliefs held, or competencies achieved.
Philosophy: A set of principles guiding the development, implementation, and evaluation of the program.

Portfolio: A purposeful collection of student documentation that tells the story of the student's efforts, progress, or achievement.

Process Data: Method of evaluation using figures, such as number of students served, groups, and classroom visits, to show the activities rather than the results from the activities.

Professional Development: A comprehensive, sustained, and intensive approach to improving effectiveness in increasing student achievement.

Professional School Counselor: State-certified school counselor (may be credentialed or licensed depending on the state). Most school counselors have a master's degree in school counseling.

Program: A coherent sequence of instruction based upon a validated set of competencies.

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

Program Management: Activities that develop, monitor, and evaluate the implementation of the comprehensive school counseling program.

Responsive Services: Activities that meet students', parents', and teachers' immediate needs for referral, consultation, or information.

Results: Demonstration of learning, performance, or behavioral change after guidance and counseling program participation.

Results Data: Outcome data; how students are measurably different as a result of the program.

Social/Emotional Development: Maximizing each student's individual growth and social maturity in the areas of emotional management and social interaction.

Standards: Statements of what should be done in each area. The ASCA National Model addresses four types of standards: content standards, program standards, performance standards, and ethical standards.

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

System Support: Consists of the professional development, consultation, collaboration and teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling program.

Use of Data: The use of data to effect change within the school system is essential to ensure that all students receive the benefits of a school counseling program. School counselors know how to evaluate data from their school site.

Yearly Program Audit: An annual evaluation of the school counseling program as it aligns with ASCA's National Model for School Counseling Programs.

*Adapted from *ASCA National Model: A Framework for School Counseling Programs*. 3rd Ed. (2012)

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