Utah State Board of Education

UTAH K-12 COMPREHENSIVE SCHOOL COUNSELING PROGRAM

A Technical Assistance Document

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CHAPTER 1: INTRODUCTION

Welcome to the *Utah K-12 Comprehensive School Counseling Program*.

The Utah Model provides a **FRAMEWORK** for systemic school counseling practices that advocate for equitable educational opportunity, rigorous academic preparation, achievements, and performance abilities necessary for college and career readiness for all students. Taking a comprehensive approach offers school counselors, teachers, administrators, other school personnel, and policymakers a range of strategies on how to work effectively to address the unique needs of their schools and communities.

The framework for the Utah K-12 Comprehensive School Counseling Program uses the American School Counselor Association (ASCA) National Model as a base and incorporates other competency-based programmatic approaches, meaning that students are provided with opportunities to develop the skills and attributes needed to achieve their future educational career goals.

Using a data-informed decision-making model, the Utah K-12 Comprehensive School Counseling Program ensures a whole-school approach to student success. A student-focused, data-informed, counselor-implemented, practice allows every student to engage in an educational experience that results in postsecondary preparation and social capital necessary for college and career success and full participation in society.

College Readiness is the knowledge base, performance skills, and abilities that students need to transition from high school to postsecondary education and training. College includes a range of postsecondary options, including on-the-job training programs, apprenticeships, certifications, and 2, 4, or more years of college degrees.

Career Literacy is the basic knowledge, awareness, and skills that students need to navigate the world of work. It includes helping students make informed decisions regarding their career pathway, understand a range of career fields, multiple entry and exit points for various occupations, and strategies for career development and advancement.

K–12 SCHOOL COUNSELING

The Utah School Counseling framework is intended to support the design and implementation of systemic counseling programs for all grade levels. Elementary school counseling programs are foundational in preparing students to be college and career-ready; elementary school counselors provide academic, personal, social, and life skills development opportunities that are necessary for student success and lifelong learning. Although state school counseling program funding does not currently provide support for elementary school counseling programs, it is highly recommended that school districts find opportunities to allocate resources to provide these services to all students.

PROGRAM DOMAINS FOR STUDENT SUCCESS AND UTAH PORTRAIT OF A GRADUATE

The Utah College and Career Readiness domains for Student Success are based on research and organized into four broad areas of knowledge that promote and enhance the learning process. These domains are organized as follows:

- Academic and Learning Development
- Life and Career Development
- Citizenship Development
- Health and Wellness Development

These student domains are the benchmarks and skills students need to be college and career-ready. They are expanded from the Utah College and Career Readiness Model Third Edition and the Utah Portrait of a Graduate competencies. As school counselors utilize the Program Domains for Student Success, the competencies and skills crosswalk with Utah's Portrait of a Graduate.

School counselors are an integral part of USBE's vision of Portrait of a Graduate, which is that all Utah students are prepared to succeed and lead by having the knowledge and skills to engage civically and lead meaningful lives. School counselors have been at the forefront of envisioning a portrait of a graduate through the ASCA Mindsets and Behaviors, which are evidence-based and encompass the whole student. Counselors are leaders in implementing Portrait of a

Graduate across the state as their experience goes beyond competency-based education and envisions student skills that include mastery, autonomy, and purpose.

Utah's Portrait of a Graduate called Utah Talent MAP (Mastery Autonomy Purpose), identifies the ideal characteristics of a Utah graduate after going through the K-12 system. These characteristics begin at home and are cultivated in educational settings:

- *Mastery* is the ability to demonstrate depth of knowledge and skill proficiency.
- *Autonomy* is having the self-confidence and motivation to think and act independently.
- *Purpose* guides life decisions and internal motivation, shapes goals, offers a sense of direction, and creates meaning.

There are 13 competencies within Utah's Portrait of a Graduate:

1. Academic Mastery
2. Wellness
3. Civic
4. Financial and Economic Literacy
5. Digital Literacy
6. Communication
7. Critical Thinking and Problem Solving
8. Creativity and Innovation
9. Collaboration and Teamwork
10. Honesty, Integrity, and Responsibility
11. Hard Work and Resilience
12. Lifelong Learning and Personal Growth Service
13. Respect

Program competencies for student success are further detailed in the *Program Competencies for Student Success* section on pages 39-44.

CHAPTER 2: SCHOOL COUNSELORS ARE LEADERS AND ADVOCATES

Topics Include:

- Philosophy and Beliefs
- Vision and Mission
- Roles and Responsibilities
- Direct and Indirect Services

PHILOSOPHY AND BELIEFS

Each school, under the direction of the administration and school counselors, works with stakeholders to develop a set of beliefs, a vision statement, and a mission statement for the school counseling program. Data is used to develop a set of program goals, create curricula, and plan activities that support the school improvement plan. These activities will help students achieve life and learning goals articulated in the School Counselor's Strand and Standards for Student Success. The Utah school counseling framework supports the school's academic mission by promoting and enhancing the learning process for all students. School counselors support the philosophy that:

- All students (regardless of abilities, interests, backgrounds, and so forth) succeed at high levels if they are given sufficient support and encouragement.
- Upon graduation from high school, all students are prepared for one, two, four, or more years of college (postsecondary education) or training.
- All students respect others and are prepared to fully participate in a global society.
- All students deserve a quality education.
- All students have access to the skills and knowledge provided by school counseling professionals.
- All students graduate with career literacy skills that are necessary to succeed in postsecondary education, training, and the workplace.

VISION AND MISSION

Utah school counselors are student-focused. School counselors envision a Utah where every school has a high-quality, comprehensive school counseling program that drives student outcomes and ensures postsecondary plans and pathways for all students. This is not limited to closing achievement gaps but reveals disparities in outcomes in student groups and guaranteeing equitable access through the removal of barriers for underserved populations by using data to effect desired changes. To accomplish this, school counselors collaborate with multiple interested and affected groups/people and non-academic partners. They are an integral part of the school leadership team where decisions regarding school improvement and climate are made.

ROLES AND RESPONSIBILITIES: LEADERSHIP, ADVOCACY, COLLABORATION, AND SYSTEMIC CHANGE

Recognizing the foundational elements of the ASCA National Model, which is evidence-based and data-informed, school counselors incorporate the qualities of **leadership, advocacy, collaboration, and systemic change** in their role and responsibilities to implement the Utah School Counseling Model. Working as leaders, advocates, and collaborators, school counselors promote student success by closing existing achievement gaps found among different student demographics. Thus, the Utah Model moves school counselors into a position of change agents in a systemic standard in school improvement.

School counselors advocate for removing systemic barriers that impede students' academic success. Through their leadership, advocacy, collaboration, and effective use of current and relevant school data, school counselors are catalysts for educational change and accept a leadership role in educational reform.

School counselors provide an important leadership role in improving student achievement and are uniquely positioned to be student and system advocates. School counselors strive to ensure that every student has the opportunity to access a well-balanced education and appropriately challenging courses. Working as

leaders, advocates, and collaborators, school counselors promote success for all students by working to close existing achievement gaps for students of ethnic or culturally diverse backgrounds, students from low-income families, students needing academic support, first-generation college students, and any other underrepresented or disadvantaged groups.

When school counselors use data effectively to inform their work, they:

- Advocate for all students
- Provide equity in college and career readiness preparation
- Transform school counseling practices to better serve student needs
- Monitor student progress in multiple areas
- Engage and inform decision-makers in data-informed decisions
- Challenge existing policies, practices, attitudes, and mindsets
- Expose equity barriers for focused advocacy
- Target resources, programs, interventions, and strategies
- Include systemic assessment in program improvement
- Provide leadership in systemic educational reform
- Demonstrate accountability

School counselors are in a position to not only call attention to barriers within schools that can defeat, frustrate, or hinder student achievement but also be proactive change agents for student success and school improvement. They are advocates for students striving to prepare for the postsecondary transition to college and career. Through their roles as school leaders and collaborators, school counselors are positioned to provide interventions and promote **systemic change**.

EVOLUTION OF THE SCHOOL COUNSELING PROGRAMS

Table 1: Evolution of the School Counseling Program

Models	Vocational Guidance	Mental Health 1930s-1960s	Developmental Guidance 1960s-1980s	Comprehensive Counseling 1980s-2002	College and Career Readiness Counseling 2002-Present
Forces	Economic issues: Industrial	Child studies, mental hygiene, and	Economic and social conditions,	Demographic shifts, diversity,	Economic and social issues, equity and

Models	Vocational Guidance	Mental Health 1930s-1960s	Developmental Guidance 1960s-1980s	Comprehensive Counseling 1980s-2002	College and Career Readiness Counseling 2002-Present
	Revolution and the Great Depression	psycho-metrics; the war effort; Vocational Act of 196; **ASCA*** 1952; **USCA*** 1962; **NDEA*** of 1958	civil rights, equity, and the nature of school counseling; Johnson's Great Society programs; **ESEA*** 1965	and English language learners; standards-based educations and Goals 2000; ASCA model adopted by Utah (1987)	diversity; skills and competencies; Information Revolution; and **NCLB*** 2002, **ESSA*** 2015
Focus	Introduces the "world of work" to prepared students for apprenticeships, entry-level jobs, and college	One-on-one counseling; small group counseling; crisis counseling developing potential; referral services	Developmental career guidance, knowledge, and skills; job interest inventories, job fairs, and school-to-work programs; preventative alternative peer mentoring, and transition programs	Career conferencing, individual planning, advising, and student portfolios (**SEOP***); Guidance curriculum develops students' skills in four domains; connecting courses and post-secondary preparation; responsive services; system support	The practice of the program moves from a service-driven model to a data-driven and standards-based model; comprehensive holistic, longitudinal, student-centered vision; leadership, advocacy, collaboration, and systemic change; career literacy for all students (Plan for College and Career

Models	Vocational Guidance	Mental Health 1930s-1960s	Developmental Guidance 1960s-1980s	Comprehensive Counseling 1980s-2002	College and Career Readiness Counseling 2002-Present
					Readiness) data-driven and standards-based programs and practices; use of technology in career development practices
Duties	Scheduling, tracking, truancy manager, discipline and policing, classroom guidance on civility	Scheduling and career and vocational interests and assessment, assisting with college choices, testing, truancy follow-up, classroom guidance on civility	Scheduling, career and vocational interests and assessment, assisting with college choices, testing, truancy follow-up, classroom guidance on civility	Scheduling; career interests and assessment; assisting with college choices; community outreach and referral; systems planning; program design, monitoring, and evaluation	Focusing on College and Readiness; academic, career, and life counseling; dropout prevention; consultation; coordination of services; systems planning; resource management; program design, monitoring, and evaluation
Odd Jobs	Hall/bus monitor, substitute teacher, coach, and fill	Hall/bus monitor, substitute teacher, coach, and	Hall/bus monitor, substitute teacher, coach, and	Substitute teacher, coach, testing, and filling in for	"Fair share responsibilities"

Models	Vocational Guidance	Mental Health 1930s-1960s	Developmental Guidance 1960s-1980s	Comprehensive Counseling 1980s-2002	College and Career Readiness Counseling 2002-Present
	in for administrators	filling in for administrators	filling in for administrators	administrators	

*Abbreviations used in Table 1:
- **ASCA**—American School Counseling Association
- **ESEA**—Elementary and Secondary Education Act
- **ESSA**—Every Student Succeeds Act
- **NCLB**—No Child Left Behind
- **NDEA**—National Defense Education Act
- **SEOP**—Student Education Occupation Plan
- **USCA**—Utah School Counselor Association

CULTURALLY SUSTAINING SCHOOL COUNSELORS

In order to be culturally sustaining, individuals must recognize, value, and respect cultural differences. School counselors stay current on international and world events and seek professional development to design and implement culturally sustaining school counseling interventions. Culturally sustaining school counselors acquire knowledge of generational trauma and are sensitive to each student's cultural identity.

DIRECT AND INDIRECT SERVICES

School counselors provide activities and services with and for students. Services are delivered in two broad categories: direct and indirect student services.

- *Direct Student Services* are interactions between school counselors and students. Through the direct services of collaborative classroom instruction, career literacy, dropout prevention with responsive services and supports, and individual student planning, school counselors help students with academic and learning development; life and career development;

multicultural, global, and civic development; and health and wellness development.

- *Indirect student services* are services provided on behalf of students as part of effective program implementation and school counselors' interactions with others. Through indirect services such as program management, advocacy and outreach, collaboration, consultation, and referral, school counselors enhance student achievement and promote equity and opportunity for all students.

DIRECT STUDENT SERVICES

Direct student services include activities that promote each student's growth in mastery, autonomy, and purpose. School counselors review participation, perception, and outcome data to inform their decisions about what activities to deliver to have the most significant impact on student outcomes.

Direct student services are delivered in several ways: instruction, individual student planning, dropout prevention and responsive services, and both academic and non-academic support. Through each of these direct services, the school counselor and students work together toward a specific goal.

INDIRECT STUDENT SERVICES

School counselors provide indirect student services to effectively implement a comprehensive, systemic school counseling program and promote equity, opportunity and access for all students through consultation, collaboration, and referrals.

SCHOOL COUNSELOR TIME ALLOCATIONS

To achieve the most effective delivery of a school counseling program, a minimum of school counselor time should reflect 85% in direct services to students, with a maximum of 15% of counselor time in indirect services to students. The time percentages are designed to be programmatic, not counselor-specific, but each school counselor also maintains a balance of services, even though they may have different areas of expertise. School counselors are encouraged to allot their time based on program priorities and needs. A time/task analysis is charted annually by each counselor (e.g., one day each week or one week per month—at least ten

sample days) to determine the total school counselor time spent in direct and indirect student services.

The recommended distribution of total school counselor time (see Table 2 below) is the general recommendation for a school counseling program. All components of direct and indirect student services are necessary for a program to be considered a school counseling program, but decisions about specific time allocation are based on student needs, as demonstrated in the analysis of school and program data and in alignment with school and student outcome goals. Percentages outlined below can be adapted based on these school needs as part of the Principal/Counselor agreement. However, time spent in indirect student services should not exceed 15 percent of school counselor time.

RECOMMENDED DISTRIBUTION OF TOTAL SCHOOL COUNSELOR TIME

Table 2: Recommended Distribution of Total School Counselor Time

Program Delivery Area	Elementary School Percent of Time	Middle School Percent of Time	High School Percent of Time
Plan for College and Career Readiness (Direct Services)	5–10%	35–45%	45–55%
Collaborative Classroom Instruction (Direct Services)	35–45%	25–35%	15–25%
Dropout Prevention and Responsive Services and Supports (Direct Services)	30–40%	25–30%	15–20%
Systemic Program Management (Indirect Services)	10–15%	10–15%	10–15%

Table 1 adapted from Gysbers, N.C. K& Henderson P. (Eds.) (2017). *Developing and Managing Your School Guidance Program* (5th ed.), Alexandria, VA: American School Counseling Association.

USE OF TIME: APPROPRIATE & INAPPROPRIATE SCHOOL COUNSELING ACTIVITIES

School counselors' duties are focused on the overall delivery of the school counseling program—direct and indirect student services, program management, and school support. Administrators are encouraged to eliminate or reassign appropriate tasks, allowing school counselors to focus on their program's prevention and intervention needs.

NON-SCHOOL COUNSELING DUTIES

Non-school counseling duties are identified by the ASCA National Model as inappropriate to the school counselor's role and take away valuable time from implementing a school counseling program that meets the needs of students. This includes activities such as test coordination and administration, master schedule building, student discipline, and substitute teaching. The focus of the school counselor's work must be on leadership, advocacy, consultation, collaboration, referral, and systemic change. In order for the school counselor to maintain focus, it is critical to define appropriate and inappropriate activities.

APPROPRIATE AND INAPPROPRIATE ACTIVITIES

Table 3: Appropriate and Inappropriate Activities

APPROPRIATE ACTIVITIES (Direct & Indirect Student Services)	INAPPROPRIATE ACTIVITIES (Non-School Counseling Duties)
Interpreting cognitive, aptitude, and achievement tests when in accordance with the test publisher's interpretation guidelines	Administering cognitive, aptitude, and achievement tests. School counselors should not be organizing and administering standardized tests, including AP testing

APPROPRIATE ACTIVITIES (Direct & Indirect Student Services)	INAPPROPRIATE ACTIVITIES (Non-School Counseling Duties)
Giving input to administrators on the master schedule	Building the master schedule
Individual student academic program planning, including support and guidance in course selection, course scheduling, and class changes that support the student's educational and postsecondary goals	Data entry and registering (main office in-take) all new students
Providing short-term individual and small/large-group counseling services to students that promote a whole student approach to academic and learning development; life and career development; multicultural; and health and wellness development	Providing long-term counseling in schools to address psychological disorders in a therapeutic, clinical mode
Counseling students who are tardy, absent, or have disciplinary problems	Disciplining students who are tardy, absent, or have disciplinary problems
Collaborating with teachers to present school counselor curriculum lessons	Teaching classes when teachers are absent
Interpreting student records	Maintaining student records
Collaborating with teachers regarding building classroom connections, effective classroom management, and the role of noncognitive factors in school success	Supervising classrooms or common areas
Protecting student records and information per state and federal regulations	Keeping clerical records

APPROPRIATE ACTIVITIES (Direct & Indirect Student Services)	INAPPROPRIATE ACTIVITIES (Non-School Counseling Duties)
Advocating for students at individual education plans, 504 plans, English Language Support Plans, student support teams, responses to intervention, and MTSS meetings, as necessary	Coordinating and managing schoolwide individual education plans, 504 plans, English Language Support Plans, student support team meetings, response to intervention, or MTSS plans.
Analyzing disaggregated schoolwide and school counseling program data	Doing data entry
In leadership collaboration, assisting the school principal with identifying and resolving student issues, needs, and problems	Assisting with duties in the principal's office, such as discipline, teacher evaluations, etc.

Table 2 adapted from American School Counseling Association (2019). *The ASCA National Model: A Framework for School Counseling Programs, Fourth Edition.* Alexandria, VA: Author.

FAIR SHARE RESPONSIBILITIES

As a team member within the educational system, school counselors perform "fair share" responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators on the school site. However, school counselors should not routinely be assigned sole responsibility for test coordination and administration, master schedule building, or other non-school counseling duties.

CHAPTER 3: DATA-INFORMED LEADERSHIP

Topics Include:

- Systemic Approach
- Types of Data
- Data Projects
- Longitudinal Data

Data-informed leadership for school counselors is a powerful way to break down barriers to create the conditions that help students realize their potential. Data-informed leadership is a call to action for school counselors to advocate on behalf of all students. Using a data-informed decision-making model allows school counselors to answer the question, "Is the school counseling program making a difference for students, and how can I prove it?" When school counselors use data to drive their decision-making, they can spend more time on prevention and intervention rather than working in crisis.

SYSTEMIC APPROACH

A systemic perspective focuses on the "big picture" and long-range goals, while a systematic perspective focuses on the task at hand in a very linear way. Systemic transformation is the global perspective of change into a growth mindset. It allows school counselors to use data to address gaps and barriers to student success.

A systemic approach offers school counselors, administrators, and policymakers a wide range of strategies to work more effectively in their schools and communities. It also allows school counselors to examine each level of support in identifying existing barriers to student success.

Figure 1: Systemic Approach
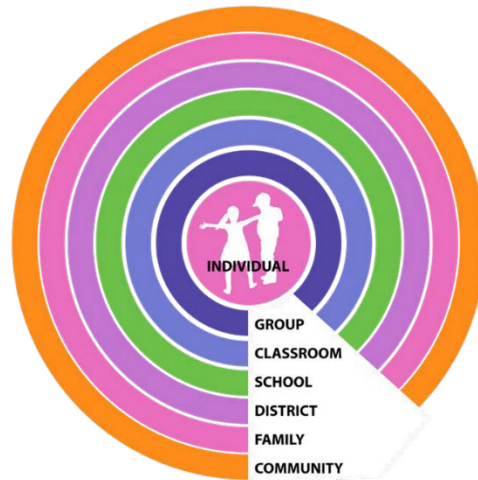
SYSTEMIC NEEDS ASSESSMENT

As an integral part of this systemic approach, a systemic needs assessment serves as a vital tool in the ongoing effort to identify and address the specific needs of students, parents, and teachers within the school community. The assessment surveys are given at least once every three years to aid school counselors in developing a deeper comprehension of the specific needs of their program. Additionally, these surveys identify Program Strands and Standards where students may need more attention and support. When the school counseling program aligns closely with the school's specific needs, it integrates with and reinforces the school improvement plan.

TYPES OF DATA

A school counseling program requires school counselors to be proficient in data collection and interpretation. Three types of data are used in this evaluation process to determine the effectiveness of school counseling activities and programs and the program's overall impact: participation, perception, and outcome.

PARTICIPATION DATA

Participation data describes the counseling activities or interventions conducted, how many students participate in them, and for what length of time; it is counting

the numbers. Participation data ensures the school counseling program is being delivered to all students.

OPPORTUNITY DATA

Opportunity data is a type of participation data and is one way to examine groups of students who are able and who are not participating in educational programs. By further disaggregating data within groups, the school counselor identifies where specific gaps exist.

Examples of opportunity data sources include:

- Rigorous courses
- Gifted and Talented
- Special education
- Leadership opportunities
- Extracurricular activities
- College and career readiness activities (college applications submitted, FAFSA completion rate, SAT/ACT test-taking rates, etc.)

PERCEPTION DATA

Perception data relates to the student's progress toward student changes in attitudes and beliefs or perceived gains in knowledge or skill mastery from the content of the School Counseling Program Components delivered.

Examples of perception data sources include:

- Pre and Post testing
- Systemic needs assessments
- Program evaluation surveys
- Other feedback methods

OUTCOME DATA

Outcome data refers to the measurable results that indicate whether a specific goal or intervention has been successful. In education or counseling, outcome data typically includes metrics like student achievement, attendance rates, or behavioral improvements. This data helps assess the effectiveness of programs or strategies

by comparing the results to set objectives. It's essential for data-informed decision-making and adjusting practices to improve overall performance.

ACHIEVEMENT DATA

Achievement data measure students' academic progress and performance.

Examples of achievement data sources include:

- Grades on exams and end marking periods (quarter, trimester, semester)
- Grade point average
- Test scores from end-of-level testing
- ACT/SAT college entrance exam scores
- Course Completion Rates
- Graduation Rates

ATTENDANCE DATA

Attendance data measures student school attendance and punctuality.

Examples of attendance data sources include:

- Daily attendance records
- Daily tardy records
- Attendance rates

BEHAVIOR DATA

Behavior data measures student behavior and discipline rates at school.

Examples of behavior data include:

- Dropout Rates
- Office Referrals/Suspensions

DATA PROJECTS (R277-462-4-I)

The "Utah K-12 Comprehensive School Counseling Program Data Projects" serve as a form of action research, often using methods to measure Outcome Data. Depending on the needs of their students and communities, some programs may

also focus on Participation or Perception Data to help guide them to their program Outcome Data Goals. School counselors start by setting measurable goals that address identified gaps and priority areas. They then develop targeted interventions, track progress using monitoring tools, and use the results from the action research to assess and report the effectiveness of their efforts. Engaging in a data project serves as a strategic means for counselors to bridge the gap between school needs and the attainment of measurable student outcome goals.

Data projects empower school counselors to be more effective in their roles by providing a systematic approach to understanding, addressing, and improving the specific needs of their students and schools. They are aligned with the school improvement plan and indicate detailed action plans that leverage activities and interventions to close the gap in support of the school's overall goals.

While all school counseling programs are expected to complete data projects as part of a comprehensive school counseling program, schools receiving Utah K-12 Comprehensive School Counseling Program funds submit a data project to the Utah State Board of Education (USBE) each year by June 15. The electronic data project reporting template can be found on the USBE School Counseling Program website.

School counselors share the data project results with the local board of education, parents, students, community, school faculty and staff, and the school counseling advisory council.

LONGITUDINAL DATA

Documenting baseline data before strategic planning and programmatic restructuring provides necessary information for longitudinal data collection. Each year data is charted, indicating growth or change in the areas of concern. Longitudinal data allows school counselors to compare data from the previous years over time. The analysis of longitudinal data enables school counselors to identify patterns and trends in student development; it gives the counseling staff the ability to review overall student progress and provides a review of the comprehensive program for the school site or district. Using the longitudinal data gives school counselors and administrators the big picture and serves as a catalyst for systemic change.

CHAPTER 4: SYSTEMIC PRACTICE THROUGH MULTI-TIERED SYSTEM OF SUPPORTS

Topics Include:

- School Counseling Programs through Multi-Tiered Systems of Support
- Plan for College and Career Readiness Process
- Dropout Prevention and Responsive Services and Supports
- Collaborative Classroom Instruction
- Program Management

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

The entire school community is invested in student academic achievement, college and career readiness, and well-being. A systemic approach suggests that schoolwide proactive, preventative, and data-informed intervention services and activities are the responsibility of the entire school. The Multi-Tiered System of Support (MTSS) with data-informed RTI is a program planning and decision-making framework that utilizes an evidence-based practice approach to school counseling core curriculum and instruction to address the needs of all students in the four domains of the Utah K-12 Comprehensive School Counseling Program Components:

- Academic and Learning Development
- Life and Career Development
- Citizenship Development
- Health and Wellness Development

School counselors are integral to the total educational program for student success. Therefore, integrating the school counseling program components into the school system is most effective from a tiered approach. Figure 2 reflects the alignment between MTSS and the work of the school counselor through an MTMDSS approach (figure 2 adapted from Hatching Results, 2017).

PLAN FOR COLLEGE AND CAREER READINESS

Figure 2: MTSS Multi-Tiered, Multi-Domain System of Supports (MTMDSS).
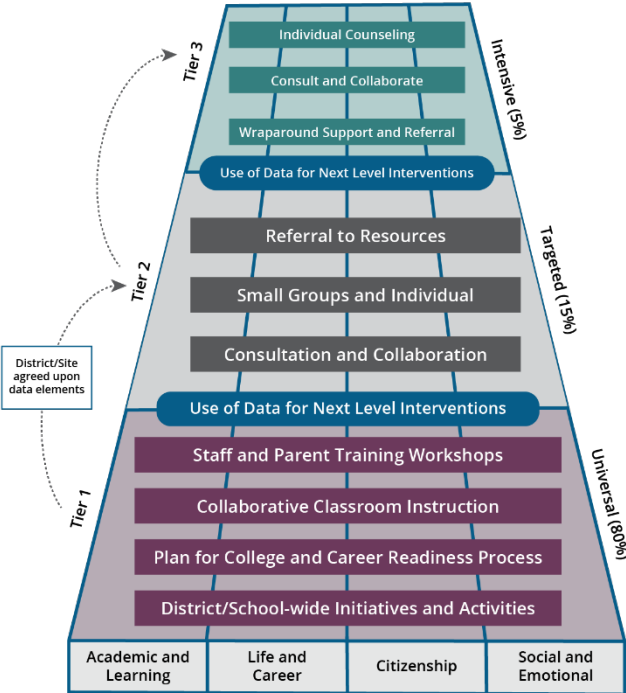
The Plan for College and Career Readiness (PCCR) process utilizing MTSS is a systemic approach to individual student planning in which school counselors coordinate ongoing activities to help students establish personal goals and develop future plans. School counselors help students make successful transitions from grade level to grade level, set future goals, which include selecting college and career pathways, and establish career literacy. Career literacy is the basic knowledge and skills that students need to navigate the future work environment. The process of planning for college and career readiness and developing career literacy can be accomplished by gathering information on student interests, identifying strengths, and helping students overcome barriers. School counselors who establish a systemic approach to the school counseling program build an environment where all students have opportunities to participate in all school programs and can achieve and attain their goals. The student college and career-ready planning process is implemented through strategies such as the following:

- **Transition planning:** School counselors work with students to help them transition from one educational program to another, from one school to another, or from school to college/career (e.g., next-step planning).
- **Individual or small-group appraisal:** School counselors teach students to analyze and assess their abilities, interests, skills, and achievements. Test information, inventories, and other data are used as the basis for appraisal to help students develop immediate, intermediate, and long-range plans. A common example of appraisal is the analysis of a completed interest inventory to inform the student's selection of a career pathway.
- **Individual or small-group advising:** School counselors advise students using educational, career, and labor market information in planning college and career readiness goals. Advisement includes recommendations for exploring services and opportunities available at the school and community, making appropriate course selections, determining meaningful educational goals, and selecting programs of study that align with career interests.
- **Plan for College and Career Readiness meetings:** School counselors meet with students and their parents or guardians consistent with state and LEA policy to develop, review, and/or revise the student's Plan for College and Career Readiness.

DROPOUT PREVENTION AND RESPONSIVE SERVICES AND SUPPORTS

School counselors promote student engagement, which is vital to dropout prevention. The systemic approach to dropout prevention is a K–12 framework. This factor also highlights why elementary school counselors are so critical.

The systemic approach to dropout prevention in the school counseling program consists of activities to meet student needs and concerns through MTSS. School counselors offer a range of services along the continuum from prevention and early intervention to crisis response to meet student needs. Although school counselors have special training and skills to respond to school-based mental health needs, more intense interventions outside the school scope are sometimes needed for student support and wraparound services. This makes the consultation and referral process essential to student advocacy.

Another component of the systemic practice to strengthen dropout prevention includes school counselors in consultation with parents or guardians, school personnel, and other identified parties to develop plans and strategies for facilitating student support. The systemic practice of school counselors incorporates individual and group counseling, crisis management, and suicide prevention. School counselors use the following methods to provide student services:

- **Collaboration:** Professional school counselors consult and partner with teachers, staff members, and parents or guardians regularly to provide information, support the school community, receive feedback on students' emerging needs, and address those needs.
- **Individual and Small Group Counseling:** Counseling through an education oriented approach is provided on a small group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks that impede student success. Individual and small-group counseling helps students identify problems, causes, alternatives, and possible consequences or appropriate action. Such counseling is short-term in nature. School counselors do not provide long-term intensive therapy. When necessary, referrals are made to appropriate school and community resources.
- **Referral Resources:** Professional school counselors compile referral resources that may be shared with students, staff, and families to address issues effectively. These referral sources may include mental health agencies, employment and training programs, vocational rehabilitation, disability resource centers, juvenile services, and other social and community services.
- **Crisis Counseling:** Crisis counseling provides prevention, intervention, and postvention services. It provides short-term and temporary counseling to students and families facing emergencies. When necessary, referrals are made to appropriate school and community resources. School counselors provide a leadership role in the district's crisis intervention team process. Written LEA procedures are followed in crisis situations.
- **Prevention and Intervention:** Utah school counselors implement systemic practice through prevention and intervention collaboration. Some of the common models used in Utah are Multi-Tiered Systems of Support (MTSS), Advisory/Flex Programs, Student Support Teams, Schoolwide Positive

Behavior Interventions and Supports (SWPBIS), Trauma-Informed Schools, and Restorative Practices.

COLLABORATIVE CLASSROOM INSTRUCTION

In systemic practice, teacher, administrator, and school counselor collaboration is essential, as school counselors support teachers with the distribution of knowledge and skills in areas where counseling expertise can enhance student academic learning and development.

Collaborative classroom instruction consists of a written instructional program that is comprehensive in scope, preventative, proactive, and developmental in design. It includes structured lesson plans intended to help students attain the characteristics found in the School Counseling Program Components and guided by the vision of Portrait of a Graduate.

Collaborative classroom instruction is delivered through such strategies as:

- **Classroom instruction:** School counselors provide instruction, team teach, or assist with learning activities or units in classrooms, the career center, or other school facilities. They employ a variety of engaging strategies to reach students with diverse learning styles and needs.
- **Parent workshops and instruction:** Parent involvement increases student engagement in learning and connection to school. School counselors conduct workshops and informational sessions for parents and/or guardians to address the needs of the school community and support collaborative classroom instruction.
- **Interdisciplinary curriculum development:** School counselors participate in interdisciplinary teams to develop and refine the curriculum in content areas. These teams develop collaborative classroom instruction that integrates with the subject matter. Aligning the curriculum to the content components ensures that students acquire integrated, cross-curricular competencies, meaning that they are fully woven into the context of the core curriculum whenever possible.

PROGRAM MANAGEMENT

Systemic practice consists of management activities that establish, maintain, and enhance the total school counseling program. School counselors use their leadership and advocacy skills to promote systemic change by contributing in the following areas: collaboration, outreach, and advocacy; program management and operations; professional learning; and technology use.

COORDINATION, OUTREACH, AND ADVOCACY

Through coordination, consultation, and referral with education stakeholders, professional school counselors establish priorities for systemic practice. In systemic practice and transformation, school counselors serve as leaders in establishing positive learning environments that promote educational opportunities and student success.

PROGRAM MANAGEMENT IMPLEMENTATION

Program Management Operations include the planning and management tasks needed to support activities conducted in the school counseling program. It also includes fair-share responsibilities that need to be fulfilled by members of the school staff.

- **Management Activities:** These may include budget, policies and procedures, annual calendaring, research and resource development, and data analysis.
- **Data Analysis:** School counselors analyze student achievement and counseling program-related data to evaluate the school counseling program, conduct research on activity outcomes, and discover gaps between different groups of students that need to be addressed. Data analysis also aids in the continued development and updating of the school counseling program and resources.
- **Fair Share Responsibilities:** As team members within the educational system, school counselors perform "fair share" responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators on the school site. School counselors should not routinely be

assigned sole responsibility for test coordination and administration, master schedule building, or other non-school counseling activities.

MANAGEMENT ACTIVITIES

The management of the Utah School Counseling Program requires counselors to develop relationships with all members of the educational communities across the state. The use of a Principal/Counselor Annual Agreement assures the alignment of program and school goals. It is also an essential document that outlines duties and responsibilities. School counselors also meet with their advisory council to maximize stakeholder input and determine priorities within the communities they serve.

PRINCIPAL/COUNSELOR RELATIONSHIP

In developing a shared vision of the outcomes students can achieve through an excellent school counseling program, the principal is a key stakeholder in promoting coordination throughout the school on behalf of students. School counselors and principals want to see students be successful at their school and beyond in college and through future career goals. By working together, their efforts can create better opportunities for all students to achieve.

USING THE PRINCIPAL/COUNSELOR ANNUAL AGREEMENT

The use of annual agreements within the school counseling program can enable smooth, effective program implementation to meet student needs. The entire school counseling staff, including the administrator who oversees school counseling, must make management decisions based on site needs and data analysis. Program implementation is predicated on integrating all elements of the school counseling program.

ADVISORY COUNCIL

An advisory council is a representative group of persons appointed to advise and assist the school counseling program within a school. Advisory council membership must reflect the school and community's diversity and demographics. It should include representative stakeholders of the school counseling program, such as

students, parents and guardians, teachers, counselors, administrators, school board members, business, and community members. The advisory council reviews the program goals and results and participates in making recommendations to the school counseling department, principal, and superintendent. The council meets at least quarterly during the school year.

When creating an advisory council, the school counselor must consider two things: stakeholder representation and group size. The broader the representation on the advisory council, the more accurately the group's work will reflect the school and community's values, concerns, etc. Although broad representation is important, it is equally important to consider the size of the group. A council with too many members may be ineffective. Creating an environment conducive to informed, constructive discussion is optimal.

To ensure effectiveness, it is crucial that each advisory council meeting has a specific agenda and goals to be accomplished. Committee members should receive the minutes of meetings and an agenda of the upcoming meeting several days in advance.

PROFESSIONAL LEARNING

School counselors actively seek out opportunities for updating their professional knowledge and skills.

Examples include the following:

- **Ongoing Training:** School counselors participate in school and district in-service training, school counselor conferences, and webinars sponsored by the Utah State Board of Education, Utah System of Higher Education, Utah Association for Career and Technical Education, Utah School Counselor Association, and other entities that help them stay current with best practices and research.
- **Professional Learning Communities:** School counselors participate in professional learning communities to analyze student data, discuss student interventions through a tiered approach, and develop collaborative classroom instruction curricula that support goals for overall school improvement.
- **Professional Association Membership:** As the school counseling profession continues to change and evolve, school counselors maintain and improve

their level of competence by being members of professional associations and taking advantage of the resources and support that they provide.

- **Post-Graduate Education:** School counselors are lifelong learners and pursue post-graduate educational opportunities to improve their skills and knowledge base. School counselors are encouraged to contribute to professional literature.

TECHNOLOGY USE TO PROMOTE COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

Technology is a vital tool in system support. Technology encourages active participation for students and is an invaluable resource for parents and other education stakeholders. Technology can help counselors perform the following functions:

- Identify the priorities and goals of the school counseling program.
- Make available information to supplement individual planning sessions.
- Provide information and links on College and Career Readiness.
- Offer information regarding dropout prevention and responsive services.
- Enable opportunity for a calendar of counseling activities.

The use of other forms of social media and technology is also encouraged to help publicize school counseling programs. The choice of media and content needs to be school-appropriate and monitored for accuracy.

CHAPTER 5: SYSTEMIC PROGRAM DEVELOPMENT AND IMPLEMENTATION

Topics Include:

- Developing a Comprehensive School Counseling Program for K-12
- Securing LEA and Administrative Support
- Pre-Conditions and Structural Components
- Steps for New Program Implementation
- Program Competencies for Student Success

K-12 COMPREHENSIVE SCHOOL COUNSELING PROGRAM DEVELOPMENT

Systemic program design helps stakeholders conceptualize a Utah K-12 Comprehensive School Counseling Program. Stakeholder partnership in the counseling team's solution-focused approach provides a basis for a program framework. The following pages outline essential preconditions for developing a school counseling program.

Securing LEA and Administrative Support

It is important to recognize that the Utah K-12 Comprehensive School Counseling Program is adopted at the LEA level. School administration's support is foundational for the effective implementation of the school counseling program. Site principals and their administrative team, who meet regularly with the school counseling staff to discuss the school's mission and the school counseling program, are critical in supporting the school's mission and meeting student needs.

School counseling funding is provided through Career and Technical Education (CTE) add-on funding. However, CTE is not the sole source of funding for the program designed to serve all students. LEAs and local schools must provide additional funding to support professional school counseling. District CTE Directors

or school counseling directors provide additional support to the school counseling program.

Pre-Conditions/Structural Components

To support the school counseling program, the following conditions should be met:

Program

- Every student, parent and guardian, teacher, and other recipients of the school counseling program has equal access to the comprehensive school counseling program.
- The program operates in a supportive work environment and has an adequate budget and school counseling materials.
- School administrators and school board or governing board members understand and support the program's priorities and demands.
- The Utah State Board of Education provides leadership, training, and technical assistance as schools implement a Utah K-12 Comprehensive School Counseling Program.
- The school counselor cooperates with parents and guardians, teachers, and community partners and follows federal, state, and LEA laws, regulations, and policies regarding student counseling.

Staff

- School counselors hold a valid Utah school counselor license.
- School counselor responsibilities are clearly defined by the program to make maximum use of the school counselor's expertise. (See School Counselor Performance Standards in Chapter 6.)
- The student-to-counselor ratio is appropriate to implement the designed program. ASCA recommends a ratio of at least one school counselor to every 250 students. Utah State Board Rule R277-462-6 requires schools receiving Utah K-12 Comprehensive School Counseling Program funds to have a school counselor-to-student ratio no greater than 1:350.
- All staff members accept responsibility for the infusion of the Utah K-12 Comprehensive School Counseling Program and Utah Portrait of a Graduate Framework.

- School counselors are members of their state and national professional associations.
- School counselors understand and are willing to follow the ASCA's Code of Ethics.
- School counselors engage in ongoing professional learning.

BUDGET

- A school counseling department budget is established to support program needs and goals.
- Budgets similar to those of other departments are established at the local or LEA level.
- Local, state, and federal funds are made available to support the program's goals.

MATERIALS, SUPPLIES, AND EQUIPMENT

- Materials are relevant to the program and appropriate for the community.
- The school counselor consults with the advisory council and the local board policy concerning the evaluation and selection of program materials.
- Materials, supplies, and equipment are easily accessible and of sufficient quantity to support the program.
- All school counselors have file cabinets that can lock, private telephone lines, and computers with internet access in their offices.

FACILITIES

- All facilities are easily accessible and provide adequate space to organize and display school counseling materials.
- The school counselor has a private office designed to respect the student's right to privacy and confidentiality.
- Access is provided to facilities for meeting with groups of students.

TECHNOLOGY

- School counselors use technology, especially the Utah Career Information Delivery System (CIDS), to help students perform career and advanced educational searches and create online portfolios.
- School counselors receive yearly training in all areas of technology advancement and updates.
- School counselors use technology in the planning, implementation, and evaluation of the school counseling program.
- School counselors use technology as a tool to gather, analyze, and present data to drive systematic change.
- School counselors use data regarding their school population to make recommendations to improve academic achievement, working with the administration, teachers, and advisory council.

STEPS FOR NEW PROGRAM IMPLEMENTATION

Five steps are involved when school- or district-wide teams decide they want to establish a Utah K-12 Comprehensive School Counseling Program: (1) plan the program, (2) build the foundation, (3) create an action plan, (4) operate the program, and (5) make the program accountable through evaluation processes.

1. **Plan the Program**—The planning phase starts with the decision to align with the Utah K-12 Comprehensive School Counseling Program.
    a. Secure commitment.
        i. Read the Utah Comprehensive School Counseling Program Model.
        ii. Obtain approval from the school board or governing board for the Utah K-12 Comprehensive School Counseling Program.
    b. Get organized.
        i. Form a team of school counselor(s) and staff members to work as a program development team.
        ii. Create a timeline for program development and implementation.
    c. Assess your current program.

      i. Use the Utah K-12 Comprehensive School Counseling Program Performance Review booklet to identify components and elements already in place and those that need to be developed.

     ii. Identify current school counseling functions, activities, and services.

   iii. Conduct a school counselor use-of-time analysis.

2. **Build the Foundation**
    a. Assess the needs of the school and the LEA.
        i. Use data from surveys for teachers, parents or guardians, and students to identify needs.
        ii. Use school achievement and related data, including attendance, dropout rates, graduation rates, and college attendance rates.
        iii. Identify how adopting and implementing the Utah K-12 Comprehensive School Counseling Program will support the school's mission and goals.
    b. Commit to the Utah K-12 Comprehensive Counseling Program Framework.
        i. Discuss beliefs about students and learning, philosophies, and mission.
    c. Write the program philosophy and mission statement.
3. **Create an Action Plan**—After creating a philosophy, writing a mission statement, and determining student competencies to be addressed in the school counseling program, priorities are identified, and corresponding percentages of school counselor time are allocated in system practices, chapter 4. The school counseling program must be clear, purposeful, and presented in a manner that can be easily understood by all who are involved in it.
    a. Identify specific counseling strategies and interventions for each program component based on data and student needs.
    b. Develop detailed and specific work plans for systemic practices outlined in Chapter 4.
    c. Identify the curriculum, resources, and instructional strategies to be used.
    d. Determine the data to collect when implementing the program (e.g., participation, perception, outcome) and the frequency of data collection. Note that outcome data is required for data projects.

e. Decide who will perform the various tasks and when.
4. **Operate the Program**—In this phase, the comprehensive school counseling program is put into operation. The most important aspect of this phase is to have the official approval or adoption from the school LEA governing board. This requires the board to have a working knowledge of the program and to be prepared to assume ownership and support all aspects of the program.
   a. Set up the program.
      i. Consider the pre-conditions mentioned in the Utah K-12 Comprehensive School Counseling Program.
      ii. Establish the budget for the program.
      iii. Complete the principal/counselor agreement with the school administration (see the USBE school counseling program website for the form)
      iv. Establish a leadership and advisory council (see the following pages in this chapter).
      v. Send a Letter of Intent to implement the Utah School Counseling Program Model to the USBE School Counseling Program Specialist during the enrollment period of March 1 to May 1.
   b. Work within the program
      i. Develop a master planning calendar for the program at all grade levels.
      ii. Determine school counselor target time allocations based on the program design.
      iii. Launch the program by implementing collaborative classroom instruction and/or school counselor core curriculum based on systemic assessment for each grade level.
      iv. Select a data project activity to implement and measure.
      v. Collaborate with administration, school staff, feeder system, and other educational stakeholders to develop a systemic approach to college and career readiness.
   c. Promoting the school counseling program.
      i. Develop a program brochure.
      ii. Present the program to the school site staff.
      iii. Develop a school counseling department website.

        iv. Design multiple methods of communicating with students, parents, and other stakeholders.

5. **Make the Program Accountable**—When the program is fully implemented, an evaluation to determine the program's effectiveness is conducted and shared with the advisory council. At this point, after one year of a fully implemented Utah K-12 Comprehensive School Counseling Program, schools can arrange for an on-site review of the program, using the Utah School Counseling Program Model performance components for effective program implementation. An evaluation provides the information necessary to ensure that there is a continuous process to measure the results of the school counseling program by reviewing the following.
   a. Develop program results reports.
   b. Revisit your program self-evaluation to determine areas of improvement and areas requiring more attention.
   c. Reflect on the results when making decisions for program adjustment and improvements.
   d. Assess how the school counseling team is working together.

PROGRAM COMPETENCIES FOR STUDENT SUCCESS

A successful school counseling program facilitates student success through components that support the whole child. The program is predicated upon these components, as counselors use them to counsel and teach toward student success in school, career, relationships, the community, citizenship, and overall well-being. The domains below also align school counselors with the aspects of Utah's Portrait of a Graduate they are responsible for facilitating. They also clarify the objectives, practices, and outcomes of the counseling program to teachers, admin, and stakeholders.

1. **Competency 1: Academic and Learning Development**
   a. **Benchmark 1.1:** Students will acquire a positive academic self-concept, skills to maximize learning, and achieve school success necessary to contribute to effective learning throughout school and across the lifespan.
      i. **Skills:**

1. Improve academic self-concept with a growth mindset by understanding aptitudes, expectations, strengths, weaknesses, and strategies for success.
2. Acquire skills for maximizing learning by developing time and task management, self-advocacy, and content area skills.
3. Achieve school success by consistently reaching benchmark components by applying critical thinking and attending regularly.
4. Work independently and cooperatively and develop the patterns of study/homework needed for success.
5. Remain actively engaged in challenging coursework in elementary, middle/junior, and high school.
6. Understand how consistent attendance impacts academic success.
7. Analyze, synthesize, and transfer academic content knowledge, skills, and dispositions independently across multiple disciplines and contexts.

2. **Competency 2: Life and Career Development**
   a. **Benchmark 2.1:** Students will understand the relationship of school experiences and academic achievement to the world of work, home, and community.
      i. **Skills:**
         1. Develop the understanding that post-secondary education, skills training, and lifelong learning are necessary for long-term career success.
         2. Establish a connection from the process of school learning to career learning by developing self-knowledge through exploration, assessment, and experience.
         3. Participate in a variety of community and business-based experiences throughout the K-12 years to understand the connections between classroom tasks and career opportunities.
   b. **Benchmark 2.2:** Students will explore the world of work, become more self-aware, and set goals for their future.
      i. **Skills:**

1. Use research resources, including the statewide online College and Career Readiness Platform, CTE Pathways, labor market information, and other sources, to explore career options.
2. Identify post-secondary options consistent with interests, achievement, aptitude, abilities, and financial goals.
3. Make an adjustable plan for college and career readiness by working with school counselors, actively involving parents, and exploring pathways and programs.

3. **Competency 3: Citizenship Development**
    a. **Benchmark 3.1**: Students will develop the civic understanding necessary to become an informed, active, and responsible citizen in the global community.
        i. **Skills:**
            1. Analyze and synthesize multiple perspectives of an issue to solve problems by recognizing and respecting individual uniqueness, alternative points of view, ethnicity, culture, race, religion, economic status, and lifestyle.
            2. Develop the ability to respectfully express an opinion with regard to another's point of view, be able to evaluate and defend ideas, and adjust ideas based on new learning.
            3. Create viable solutions to complex global problems in unique and evolving situations based on expanding knowledge.
            4. Demonstrate a personal commitment to basic democratic and social principles by learning about the relationship among rules, laws, safety, order, and the protection of individual and human rights.
            5. Apply self-advocacy by establishing and expressing the unique values and needs associated with personal cultural, racial, political, and interpersonal groups to promote personal and global well-being.
    b. **Benchmark 3.2:** Students will approach life with the desire to be a positively contributing citizen in our global community.
        i. **Skills:**

1. Understand that school success prepares students to be employable and productive community members in a global economy through enterprise and innovation.
2. Acquire the ability and skills to resolve conflicts peacefully by displaying a deep regard for others, being accountable for personal actions, and considering the implications of choices.
3. Demonstrate a willingness to seek service opportunities to approach life as a contributing citizen in our global community.
4. Develop the understanding that continued growth and lifelong learning are necessary for global citizenship.
5. Use knowledge of government and economic systems to defend civic choices and analyze and evaluate options that adhere to the principles of equity, justice, caring, fairness, responsibility, and compassion.
6. Generate and utilize adaptive strategies for recognizing, understanding, supporting, and advocating for the rights and the unique values, contributions, and needs associated with each member of the diverse global community.

4. **Competency 4: Health and Wellness Development**
   a. **Benchmark 4.1:** Students will develop self-awareness, self-advocacy skills, and the knowledge and skills to maintain a healthy and balanced lifestyle.
      i. **Skills:**
         1. Apply self-awareness to assess and monitor needs, set goals and routines, and self-advocate for the support needed to develop balance through physical, social, mental, and emotional well-being.
         2. Identify and express feelings, attitudes, and beliefs by recognizing self-identity and developing a positive self-concept.
         3. Develop an awareness of the connection between physical, social, mental, and emotional well-being and future success.

4. Demonstrate interpersonal skills by using effective communication skills, including speaking, listening, and nonverbal behavior.
5. Initiate effective communication, personally and professionally, through a variety of modalities, adapting understanding to new concepts and contexts within various environments and audiences.
6. Develop healthy relationships that include trust, mutual respect, and care.

b. **Benchmark 4.2:** Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.
   i. **Skills:**
      1. Demonstrate skills for goal setting by determining a process, identifying barriers that could interfere with achievement, and recognizing the importance of goal setting.
      2. Demonstrate decision-making and problem-solving skills by determining a process, exploring alternative solutions, identifying and using appropriate resources, and recognizing how effective decision-making and problem-solving impact success.

c. **Benchmark 4.3:** Students will develop resiliency skills necessary for physical and emotional self-care and self-advocacy.
   i. **Skills:**
      1. Develop skills for physical self-care by learning to advocate for personal needs.
      2. Differentiate between situations requiring peer support and those requiring adult or professional help.
      3. Understand the importance of lifelong physical fitness and healthy nutritional choices.
      4. Understand the dangers and consequences of risky behaviors.
      5. Differentiate between appropriate and inappropriate physical, emotional, verbal, and social media/technological interaction.

6. Recognize personal boundaries, rights, and privacy needs, and generate assertive responses to peer pressure.
7. Demonstrate effective time management skills showing the ability to balance school, home, and community activities.
8. Demonstrate effective coping skills when faced with a problem.
9. Demonstrate resilience by engaging in "productive struggle" with consistent interest, persistent effort, and self-efficacy.

CHAPTER 6: SUSTAINABILITY

Topics Include:

- School Counseling Program Sustainability
- Individual School Counselor Sustainability

SCHOOL COUNSELING PROGRAM SUSTAINABILITY

As part of the program performance review and accountability processes, schools are required to complete a formal review every six years, with an interim review done by the LEA leadership during year three. During the formal review process, the Utah State Board of Education School Counseling Specialist meets with school administrators and school counselors to assess the level of adherence to the program components and assurances outlined in the performance review manual. The performance review document is a tool for school counselors to break down and analyze each program component. These components are the foundation for creating college and career-ready students. Sustainability for student outcomes and meeting program components (performance indicators) is used for the appropriation of school counseling program funds. All schools, regardless of funding, should assess their program on an ongoing basis (at least annually) to determine program effectiveness. This guides the school counseling program and informs potential improvements to the program design and delivery.

THE SCHOOL COUNSELING PROGRAM EVALUATION CONTAINS THE FOLLOWING ASSURANCES AND COMPONENTS

ASSURANCES

BOARD ADOPTION AND APPROVAL

Adoption and approval of the Utah K-12 Comprehensive School Counseling Program by the local board of education/governing board and ongoing

communication with the local board regarding program goals and outcomes supported by data.

STRUCTURAL COMPONENTS

Structural components and policies support the Utah K-12 Comprehensive School Counseling Program. This includes adequate resources and support for the school counseling facilities, materials, equipment, clerical staff, and school improvement processes.

ADMINISTRATIVE ASSURANCES

Administration (CTE director and building administrators) understands the value of the Utah K-12 Comprehensive School Counseling Program and its relationship to the school improvement plan.

USE OF DATA

The program uses multiple data sources, including the formal systemic assessment and curriculum delivery survey, to implement strategic programs and improve student outcomes.

PROGRAM LEADERSHIP AND MANAGEMENT

Structures and processes are in place to ensure effective program management, including an advisory council.

Evidence exists that school counselors are working as program leaders, and the Utah K-12 Comprehensive School Counseling Program is an integral part of the school improvement team.

TIME ALLOCATION

Evidence is provided that 85 percent of aggregate school counselors' time is devoted to direct services to students through a balanced program of individual planning, collaborative classroom instruction, and drop-out prevention, with responsive services and support to establish consistent school data results and identify student needs.

Utah K-12 Comprehensive School Counseling Program Training

Regular participation of all team members in USBE-sponsored Utah College and Career Readiness School Counseling Program training.

School Counseling Program Evaluation

School counseling programs annually evaluate program implementation and effectiveness to meet accountability requirements.

Law Alignment

A comprehensive school counseling program aligns with key provisions of federal and state law and LEA policies related to program implementation, including working within the parameters of licensure and data privacy.

Components

Each Student

All program elements are designed to recognize and address each student's diverse needs. Opportunity, achievement, attendance, and behavior data for academic and non-academic student needs are used to guide the Utah K-12 Comprehensive School Counseling Program. This standard provides the framework for the school counseling program to reach each student as an individual.

Data Effectiveness and Program Improvement

Systemic program management and implementation are driven by the collection and analysis of current school data, including a formal student, parent, and teacher systemic assessment. Data projects are developed and implemented based on the data results to increase student achievement, increase daily attendance, increase protective factors, and evaluate program effectiveness. Modification to program implementation based on gaps from this component should be reflected in the remaining components.

PLAN FOR COLLEGE AND CAREER READY PROCESS

Programs shall establish Plans for College and Career Readiness for each student, both as a process and a product, consistent with local board policy and the Utah College and Career Readiness School Counseling Program Model, Utah Code 53E-2-304, and Utah State Board of Education Board Rule R277-462

CAREER LITERACY

Career literacy provides students with the capacity to make informed decisions regarding their college and career readiness plans. Through career development assistance for all students - which includes career awareness and exploration, job applications, interview skills, and understanding of Career and Technical Education (CTE) Pathways and 1, 2, 4, or more years of postsecondary educational opportunities - students will complete high school with the skills outlined in USBE's vision statement.

COLLABORATIVE CLASSROOM INSTRUCTION

The program delivers a developmental school counseling curriculum. The curriculum is prioritized according to the results of the systemic assessments and other data analyses to improve student outcomes. The curriculum is prioritized according to the results of the school curriculum delivery survey, systemic assessment, and other data analyses to improve academic and non-academic student outcomes.

DROPOUT PREVENTION WITH RESPONSIVE SERVICES SUPPORTS

The program provides a systemic approach to addressing the immediate academic and non-academic concerns and identified needs of all students through an education-oriented and programmatic approach, in collaboration with existing school programs and coordination with school, family, and community resources.

Program alignment includes communication, collaboration, and coordination with the K–12 feeder system regarding the College and Career Readiness School Counseling Program.

INDIVIDUAL SCHOOL COUNSELOR ACCOUNTABILITY

Effective school counselors are leaders in systemic education reform. They focus on students' long-term academic, college, and career, citizenship, and social/emotional development and demonstrate the skills and dispositions to promote students' autonomy, literacy, responsibility to self and others, and lifelong learning. Effective school counselors help every student develop the social capital necessary for success in college, career, and community.

These school counselor standards accurately reflect the unique training of school counselors, preparing them to contribute to school leadership and fulfill their focused responsibilities within the school system. In accordance with R277-330—Utah Effective Educator Standards, school counselor individual accountability standards are based on the 2019 American School Counselors Association (ASCA) Professional Standards and Competencies. Using these ASCA standards, school counselors and administrators should work within their individual LEA systems to design an appropriate evaluation tool. This tool will be completed between the school counselor and LEA. The standards are an important tool in the school counselor's self-assessment, professional advocacy, and development of personal and professional growth plans.

SCHOOL COUNSELOR PROFESSIONAL STANDARDS & COMPETENCIES

School counselor professional standards and competencies define school counselor beliefs (mindsets) and align with the standards of practice expected from counselors and school counselor programs (behaviors) and. There are seven mindsets and three foundational behavior areas or categories.

MINDSETS

1. M1—Every student can learn, and every student can succeed.
2. M2—Every student should have access to and opportunity for a high-quality education.
3. M3—Every student should graduate from high school prepared for postsecondary opportunities.
4. M4—Every student should have access to a school counseling program.
5. M5—Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff, and education stakeholders.
6. M6—School counselors are leaders in the school, district, state, and nation.
7. M7—School counseling programs promote and enhance student academic, career, and social/emotional outcomes.

BEHAVIORS

1. B-PF 1—B-PF 9: Professional Foundation
2. B-SS 1—B-SS 6: Direct and Indirect Student Services
3. B-PA 1—B-PA 9: Planning and Assessment

The professional school counselor demonstrates the highest standard of legal, moral, and ethical conduct in Utah State Board Rule R277-217.

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