Iowa School Counseling
A Program Framework

One Vision, One Voice

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School Counselor Administrative Rules

9A. **Beginning July 1, 2007,** each school district shall have a qualified guidance 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 guidance 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 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; and
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, personal, and social areas, which supports the student achievement goals of the total school curriculum and to which all students have equitable access.

a. A qualified 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 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 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; and
   (2)   Attainment of student competencies in academic, career, personal, and social areas.

b. The program shall be regularly reviewed an 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; and
   (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.

Acknowledgements

The Iowa School Counselor Task Force extends its sincere appreciation to the American School Counseling Association for allowing us to use extensive text from _The American School Counseling Association: A Framework for School Counseling Programs and The ASCA National Model Workbook._ We also appreciate Dr. Trish Hatch for her input on the guide.

This framework is the product of numerous contributions of dedicated professionals who are committed to transforming Iowa school counseling programs to support educational opportunitities for all Iowa students. Their participation on the Iowa School Counselor Taskforce and the time and talent given to this important work is greatly appreciated.

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Iowa School Counseling Program Framework

The Iowa School Counseling Framework, based on the American School Counselor Association (ASCA) National Model, provides a framework for implementing a comprehensive and accountable school counseling program that is considered "best practice" for the profession. "School counseling program" means an articulated, sequential K-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 Iowa School Counseling Framework is written to reflect a comprehensive approach to program foundation, delivery, management and accountability. The framework provides a system that encourages and promotes each student's academic, career and personal/social development in preparation for the challenges of the 21st century.

Dear Professional School Counselor,

It is with pleasure I present the Iowa School Counseling Framework. This is a product of a broad collaborative effort by K-12 school counselors, area education agencies, school counselor education preparation programs, the Iowa School Counseling Association and the Iowa Department of Education. In Iowa, we strive for learning environments that promote rigor, relevance and relationships. School counseling programs are a vital piece of that environment.

In 2007, the Iowa State Legislature recognized the importance of professional school counselors with the passage of Senate File 277. The purpose of this Iowa School Counseling Framework is to support and implement this legislation. This framework also serves as a supplement to the 2000 Iowa Comprehensive Counseling and Guidance Program Development Guide.

Thank you for your efforts in promoting the academic, career and personal/ social development of every student in Iowa.

Sincerely,

Judy Jeffrey

Judy Jeffrey, Director
Iowa Department of Education

"A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students."

ASCA, 2005

School Counseling Program Benefits

Benefits for Students
- ❖ Ensures every student receives the benefit of the school counseling program
- ❖ Promotes a rigorous academic curriculum for every student
- ❖ Ensures equitable access to educational opportunities
- ❖ Monitors data to facilitate student improvement
- ❖ Provides strategies for closing the achievement gap
- ❖ Supports development of skills to increase student success
- ❖ Enhances articulation and transition between levels

Benefits for Parents /Guardians
- ❖ Provides support in advocating for their children's academic, career and personal/social development
- ❖ Supports partnerships in their children's learning and academic and career planning
- ❖ Connects to community and school-based services

Benefits for Teachers
- ❖ Promotes an interdisciplinary team approach to address student needs and educational goals
- ❖ Supports the 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 school guidance curriculum addressing the students' needs.
- ❖ Monitors data for enhancing school climate and school improvement

Benefits for School Counselors
- ❖ Supports access to every student
- ❖ Defines responsibilities within the context of a school counseling program
- ❖ Seeks to eliminate non-school-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's contribution to the school's mission

Benefits for Post-secondary Education
- ❖ Enhances articulation and transition of students to post-secondary institutions
- ❖ Motivates every student to seek a wide range of post-secondary options.
- ❖ Encourages and supports rigorous academic preparation
- ❖ Promotes equity and access to post-secondary education for every student

Benefits for Community:
Business, labor & industry
- ❖ Builds collaboration, which enhances a student's 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 business, industry and labor to actively participate in the school counseling program

Benefits

■ Accountability

The Accountability System addresses program effectiveness. To answer the question, "How are students different because of the School Counseling Program?", a yearly program audit, to determine progress toward achievement of goals, is an important component of the system.

■ Delivery System

The Delivery System describes 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.

COLLABORATION • SYSTEMIC CHANGE • ADVOCACY • LEADERSHIP • SYSTEMIC CHANGE • COLLABORATION • LEADERSHIP • ADVOCACY • SYSTEMIC CHANGE • COLLABORATION • LEADERSHIP • ADVOCACY

Accountability
Results Reports
School Counselor Performance Evaluation
The Program Audit

Management System
Agreements
Advisory Council
Use of Data
Action Plans
Use of Time
Calendars

Delivery System
School Guidance Curriculum
Individual Student Planning
Responsive Services
System Support

Foundation
Beliefs and Philosophy
Mission Statement
Domains: Academic, Career, Personal/Social
ASCA National Standards/Competencies

■ Management System

The Management System 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 programs.

■ Foundation

The Foundation defines a program's mission, goals, and purpose directly and is tied to the school district's mission and school improvement goals. The foundation of the program emphasizes what all students, from kindergarten through 12th grade, should know, understand, and be able to do as a result of an effective school counseling program.

Foundation

The foundation is made up of four components and provides the *"what"* of the program. What will every student know and be able to do because of participating in the school counseling program? Building a strong foundation is critical for the program to be an essential part of the total educational program.

Elements of the foundation

Beliefs and Philosophy

The philosophy is a set of principles (usually a set of "we agree" statements) that guides the program development, implementation and evaluation. It is important that all personnel involved in managing and implementing the program achieve consensus on each belief or guiding principle contained in the philosophy.

Mission

A mission statement describes the program's purpose and provides the vision of what is desired for every student. A school counseling program mission statement aligns with the school and district missions.

Domains

The school counseling program facilitates student development in three broad domains: academic, career and personal/social.

Local Standards and Benchmarks

Standards and benchmarks define the knowledge, attitudes and skills students should demonstrate because of participating in the school counseling program. These could be cross-walked with the national ASCA standards.

Domain	ASCA National Standards	ASCA Competencies (Benchmarks)	Local School Standards & Benchmarks
Academic	Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	A:A1 - Improve academic self-concept. A:A2 - Acquire skills for improving learning. A:A3 - Achieve school success	
	Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.	A:B1 - Improve learning. A:B2 - Plan to achieve goals.	
	Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.	A:C1 - Relate school to life experiences.	
Career	Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	C:A1 - Develop career awareness. C:A2 - Develop employment readiness.	
	Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.	C:B1 - Acquire career information. C:B2 - Identify career goals.	
	Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.	C:C1 - Acquire knowledge to achieve career goals. C:C2 - Apply skills to achieve career goals.	
Personal/Social	Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.	PS:A1 - Acquire self-knowledge. PS:A2 - Acquire interpersonal skills.	
	Standard B: Students will make decisions, set goals and take necessary action to achieve goals.	PS:B1 - Self-knowledge application.	
	Standard C: Students will understand safety and survival skills.	PS:C1 - Acquire personal safety skills.	

Delivery System

The delivery system is the *"how"* of the implementation process. There are four components in the delivery system: school counseling curriculum, individual student planning, responsive services and system support. All activities conducted by a school counselor fit into one of these following four areas.

School Guidance Curriculum

Embedded within the district's overall curriculum and delivered in collaboration with instructional staff.

- Classroom Instruction
- Interdisciplinary Curriculum
- Group Activities
- Parent Workshops and Instruction

Individual Student Planning

Systemic activities to assist each student in developing educational, career and personal/social goals.

- Individual or Small-Group Appraisal
- Individual or Small-Group Advisement
- Student Core Curriculum Plan

Responsive Services

Proactive and responsive interventions to meet students' immediate needs.

- Consultation
- Intentional small group counseling
- Intentional individual counseling
- Crisis Counseling/Response
- Referrals
- Peer Facilitation

System Support

Management activities that establish, maintain and enhance the total school counseling program.

- Professional Development
- Consultation
- Collaboration
- Teaming
- Program Management and Operation

Adapted from Gysbers, N.C., and Henderson, P. (Eds.) (2000) *Developing and managing your school guidance program* (3rd ed.), Alexandria, VA: American Counseling Association.

Student Core Curriculum Plans

Student Core Curriculum Plans (SCCP) for all students, grade 8-12, provide an opportunity to lay out realistic plans for their future. These planning sessions are most effective and efficient when you have pertinent materials, information, and resources at your fingertips.

SCCPs are flexible. They do not lock students into a permanent plan. In fact, the opposite is true. Proactive planning will put students into a position where they are prepared to keep their options open as a student learns and grows in academic and career maturity. In some instances, students may find their initial career choice is not a good fit for them as they learn more about it. This is also part of learning in the career development process. Career development is a continuous process that helps students define what they do and do not want to do in their career.

Yes, students may change their career goal. Thus, yearly updating of the Student Core Curriculum Plan is essential as students learn more about themselves, their own knowledge and skills, and career preferences.

Implementation strategies will differ from district to district and using the ASCA/Iowa models will support schools in helping students reach their goals and ultimately impact student achievement and overall school improvement.

Getting It Done

There are a variety of ways to accomplish SCCPs for every student. Each school district will decide how this process will work best for them. Possibilities include:
- Individual Meetings
- Small Groups
- Class/Grade Groups
- Career Cluster Groups
- Homeroom Groups
- Teacher as Advisor Groups
- Small Learning Communities
- School within a School
- Career Academics
- After School/Evening Programs

Combine with:
- Orientation Meetings
- Parent/Teacher Conferences
- Student Registration

Encouraging Parent/Guardian Involvement

Research indicates students rely heavily on parental advice when making postsecondary plans and decisions. Parental support is vital to the success of a Student Core Curriculum Plan. School counselors provide important information to parents about expectations during the middle, high school, and postsecondary years. When students, parents, and the school plan together, students receive essential support from both home and school to successfully meet the goals of their Student Core Curriculum Plan.

Delivery System

Examples of Interdependent Competencies of the Iowa School Counseling Framework

Elementary

Academic Development Skills	Career Development Skills	Personal/Social Skills
• Articulate competence and confidence as a learner • Identify attitudes and behaviors that lead to successful learning • Apply time and task management skills • Demonstrate ability to work independently as well as cooperatively with other students • Apply study skills for academic success	• Develop an awareness of personal abilities, skills, interests, and motivations • Learn to make decisions and set goals • Understand the relationship between educational achievement and career success • Learn to work cooperatively as a team member • Develop hobbies and vocational interests	• Recognize, accept, respect, and appreciate individual differences • Use effective communication skills • Know how to apply conflict resolution skills • Apply effective problem-solving skills to make safe choices.

Middle School

Academic Development Skills	Career Development Skills	Personal/Social Skills
•Implement student core curriculum plan •Demonstrate dependability, productivity, and initiative •Learn and apply critical thinking skills •Use knowledge of learning styles to positively influence school performance •Establish challenging academic goals •Use assessment results in educational planning •Seek co-curricular and community experiences to enhance the school	•Acquire employability skills such as working on a team, problem-solving, and organizational skills •Use technology to access career planning information •Demonstrate awareness of the education and training needed to achieve career goals •Select course work that is related to career interests •Use employability and job readiness skills in extended learning experiences	•Identify personal strengths and assets •Develop an action plan to set and achieve realistic goals •Learn techniques for managing stress and conflict •Differentiate between situations requiring adult / professional help •Learn about emotional and physical dangers of substance use and abuse

High School

Academic Development Skills	Career Development Skills	Personal/Social Skills
•Develop & implement an annual plan of study •Become self-directed and independent learner •Identify postsecondary options consistent with interests, achievement, aptitude, and abilities •Demonstrate the ability to balance school, studies, extracurricular, leisure time •Seek co-curricular and community experiences to enhance the school	•Apply decision-making skills to career planning, course selection, and career transitions •Understand that the changing workplace requires lifelong learning and acquiring new skills •Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, or mentoring	•Identify alternative ways of achieving goals •Use persistence acquiring knowledge and skills •Learn coping skills for managing life events •Learn about the relationship among rules, laws, safety, and the protection of an individual's rights

Managing the School Counseling Program

For a school counseling program to be effcient and positively impact all students, the school counselor needs an organizational process and tools to guarantee the program is organized, clearly defined and reflective of the school's needs. An effective management system defines

WHO will implement the program?
WHEN will they deliver the activities or curriculum?
WHY will certain activities or curriculum be used?
WHAT authority will guide the overall program?

This is done through the following components:
- ◆Management Agreement
- ◆Advisory Council
- ◆Calendars
- ◆Use of Time
- ◆Use of Data
- ◆Action Plans

Management Agreement

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

Advisory Council

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

Calendars

Calendars (master and weekly) are developed and published to ensure that stakeholders know what is scheduled and that planned activities are accomplished.

Use of Time

Time allocation by school counselors for direct service to students is a priority. Counselors need to spend the majority of their time in counseling activities with students. Counselors also need time for collaborating with parents, staff, community and other stakeholders. It is recommended that non-counseling duties be reassigned whenever possible to provide counselor with adequate time to successfully implement the program.

The following diagram provides recommended ASCA guidelines regarding use of time in managing a comprehensive school counseling program.

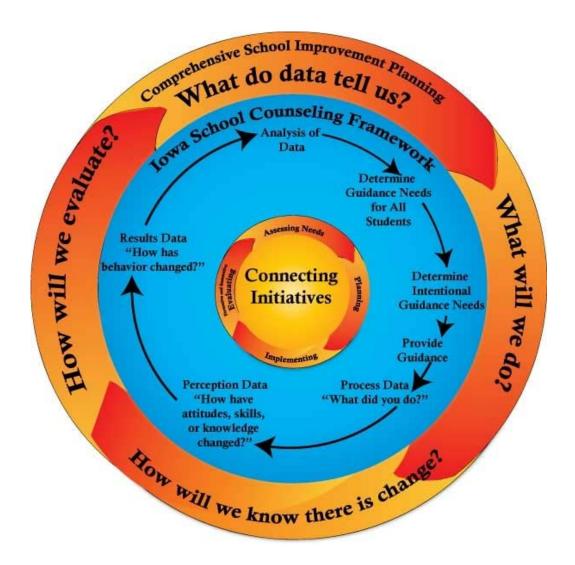| Delivery System Elements	Elementary	Middle School	High School
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

Use of Data

A school counseling program is data driven. The use of data to effect change within the school system is essential to ensure that every student receives the benefits of the school counseling program. School counselors must show how each activity, implemented as part of the program, was developed from a careful analysis of data, need and achievement.

The ultimate goal of a school counseling program is to support the school's academic mission. Ensuring academic achievement for every student requires school counselors to examine student academic achievement and academic-related data and then strategically design programs to help minimize barriers for learners.

The figure below illustrates how school counselors follow the school improvement process to evaluate and drive their program based on data.

The accountability system answers the question, "How are students different as a result of the program?" Accountability is rooted in data. For a school counseling program to be accountable, it must be built upon data driven decisions. Without data, school counselors do not have a full story of what their students are accomplishing or the facts that point to real need. Data captures the picture of students' successes as well as the challenges and concerns in the building. Disaggregating data uncovers equity and access issues. It may drive classroom instruction for all students and help counselors design and implement intentional guidance (Closing the Gap) activities for those students that need more. While standards guide classroom instruction, data assists counselors to identify the greatest need for the school.

Time based data includes:

1. *short-term data* (immediate data) provides *process data* on what occurred within the counseling activity, as well as *perception data* via pre/post of the activity's impact on students' skills and knowledge (ASK).
2. *intermediate* data is collected at various set times throughout the school year, (i,e., monthly reports) to indicate progress towards the goal.
3. *long term* data is collected over an extended time period (i.e. year to year) to provide data that can inform counselors about outcomes, trends and shifts in areas of need that impact future interventions.

Historically, school counselors have collected process data. Process data shows what the counselor did and for whom it was done. Today, counselors must also assess using perception and results data. Perception data tells what a student learned in terms of attitudes, skills and knowledge (ASK) to change behavior. Results data is evidence that the activity for intervention has or has not positively impacted the student's knowledge, attitudes, skills to improve achievement-related and achievement data.

Chart 3.4, Results Conceptual Diagram, (source: Hatch, (2005) identifies examples of process, perception and results data. It shows how school counseling programs contribute to student achievement.

PROCESS DATA	PERCEPTION DATA		RESULTS DATA	
	Competency-Attainment Data		Achievement-Related Data Data That Research Supports Achievement	Achievement Data
Guidance lessons, group counseling, etc Who? What? When? Where? How long?	Attitudes Skills Knowledge	Behavior Change	Attendance Discipline referrals Parent involvement Homework completion Course enrollment patterns	State standardized tests SAT/ACT scores Graduation rates Grade point avserages AP tests (passing) College prep course completion

Guidance Curriculum

Intentional Guidance (intervention)

GUIDANCE CURRICULUM: Move from left to right (e.g., teach lesson, measure ASK, attitudes, skills and knowledge, and look for impact on achievement-related data and achievement data)(ask them what they learned).

INTENTIONAL GUIDANCE (intervention): Move from right to left. First look at achievement data (GPAs, for instance). If they are not what is expected, move to the left to achievement-related data. Ask, "What is the concern here? Not attending school? Not behaving? Not doing homework? Once an answer (not doing homework, for example) is apparent, move to the left again and ask, "Is it that they don't have enough *knowledge* of the subject to do the homework? That they don't have the *skills* (reading, writing)? That they have the *attitude* that it is unimportant? (ASK)" Once the answer is known, go back to process data and decide what to do to address the need. Therefore, curriculum goes from left to right and intervention right to left - and then, of course, back again to measure impact of the intervention.

▪The Iowa Department of Education School Counseling Website offers many downloadable tools to assist in learning and implementing the Iowa School Counseling Framework. Visit: www.iowa.gov/eduation/content/view/716/720/

▪The Iowa School Counseling Association supports the professional development of school counselors. For additional information, visit: www.iowaschoolcounselors.org.

▪The American School Counselor Association (ASCA) supports school counselors' efforts to implement the ASCA National Model. ASCA provides professional development,publications, and other resources, research, and advocacy. For more information, visit:www.schoolcounselor.org

▪American School Counselor Association. (2004), *The ASCA National Model Workbook.* Alexandria, VA.: Author.

▪American School Counselor Association. (2004), Center for School Counseling Outcome Research. http://umass.edu/schoolcounseling

▪Dimmitt,Carey, Hatch. 2007. *Evidence-Based School Counseling: Making a Difference with Data-Driven Practice.* Thousand Oaks, CA: Corwin Press.

▪Hatch, T. (2005, June), *Data Made Easy: Using Data to Effect Change.* Paper presented at the American School Counseling Association, Orlando, Florida.

▪The Education Trust reports on state and local K-16 initiatives, has data tools and presentations available at: www.edtrust.org

▪Iowa Career Resource Guide offers foundation career development information based on 16 career clusters. For more information or copy see: www.iowa.gov/educate

▪For additional career and labor information, see Iowa Workforce Development Division of Workforce Center Administration at: http://iowaworkforce.org