



K-12

School Counseling Curriculum/Program Guide

Spring, 2020

- | | | |
|--------------------|---|---|
| PERSONAL | → | Learning knowledge, attitudes and interpersonal skills to understand and respect self and others. |
| SOCIAL | → | Learning effective decision making, goal setting and implementation of plans. |
| DEVELOPMENT | → | Learning effective safety and coping skills for a variety of situations. |

- | | | |
|--------------------|---|---|
| ACADEMIC | → | Learning knowledge, attitudes and skills for effective continuous learning. |
| | → | Becoming academically prepared for a wide range of post secondary options. |
| DEVELOPMENT | → | Learning the relationship between personal qualities, training and the world of work. |

- | | | |
|--------------------|---|--|
| CAREER | → | Investigating the world of work in relation to knowledge of self and sound career decision making. |
| DEVELOPMENT | → | Employing effective strategies to achieve future career goals. |
| | → | Learning the relationship between personal qualities, training and the world of work. |

Burlington Community School District

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Burlington, IA 52601

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Burlington Community School District

MISSION STATEMENT

Inspiring and challenging students through diverse opportunities.

VISION STATEMENT

Burlington Community School District strives to have a profoundly positive impact on each student's adult quality of life brought about by each student's individual and collective educational experience.

BELIEF STATEMENTS

1. Everyone should be intellectually and creatively challenged to the highest level.
2. Students should see learning as a life-long process.
3. Students should have the opportunity to be successful through individual, cooperative and competitive efforts.
4. Students must learn basic academic and social skills and how to completely apply them in varied environments.
5. Students should learn effective critical thinking skills and problem solving strategies.
6. Students learn best in a safe, positive, disciplined and supportive environment.
7. Students must have the opportunity to develop strong character.
8. Emotional well-being is essential for optimum learning.
9. Learning is enhanced when a partnership between the student, family, school and the community exists.
10. School and community must support the family in providing effective pre-school learning experiences.

STUDENT LEARNING GOALS

- GOAL 1** Read with comprehension, write with skills, and communicate effectively and responsibly in a variety of ways and settings.
- GOAL 2** Know and apply the core concepts and principles of mathematics, civics, history, geography, social, physical and life sciences, arts, health and fitness.
- GOAL 3** Think creatively, logically, and analytically and to integrate experience and knowledge to form reasoned judgments and solve problems.
- GOAL 4** Understand the importance of work and how performance, efforts and decisions directly affect career and educational opportunities.

LONG RANGE & ANNUAL IMPROVEMENT GOALS

- GOAL 1** Improve student performance in reading comprehension on a wide range of writings.
- GOAL 2** Improve student performance in math reasoning, measurement, calculation and problem solving.
- GOAL 3** Improve student performance in science comprehension
- GOAL 4** Strengthen K-12 Instructional programs to create school environments conducive to prepare all students to achieve challenging standards.
- GOAL 5** Nurture & support a safe learning environment based on mutual respect, responsible citizenship and demonstration of good character.
- GOAL 6** Strengthen communication and collaboration with families and the community to support student learning.

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SCHOOL COUNSELING PHILOSOPHY AND RATIONALE

The Burlington Community School District Counseling Program is proactive and developmental in its content and process. The major emphasis of the program is to aid in the successful development of the whole student. This includes:

1. Enhancing the student's feelings of self-worth,
2. Improving students' skills in problem-solving and effective decision-making.
3. Assisting students in the formation and maintenance of adequate interpersonal relationships.
4. Helping students utilize their potential in order to be successful in school and in life.
5. Guiding students toward becoming contributing members of society.

The school counseling program is available to facilitate the personal-social, academic, and career development of all students. It is an organized, sequential part of the total education program. The counseling program involves counseling, consulting and coordinating services for all students. It requires the cooperative effort of counselors, social workers, teachers, administrators, support staff, parents and community members.

ORGANIZATION OF THE SOCIAL-EMOTIONAL COMPETENCIES

Iowa's Social-Emotional Competencies have been organized around five core Competencies identified by CASEL (Collaborative for Academic, Social, and Emotional Learning). Each Competency includes three to five Learning Targets that further organize essential skills, abilities, behaviors and attitudes. The five Competencies and Learning Targets are consistent across grade bands that include K-2nd, 3rd-5th, 6th-8th, and 9th-12th. Although Learning Targets are consistent across grade bands, Adult Examples for Instruction were developed considering the important changes in learners' social and emotional development as they mature

COMPETENCIES AND LEARNING TARGETS ACROSS ALL GRADE LEVELS

<u>COMPETENCY</u>	<u>LEARNING TARGETS</u>	<u>STANDARD</u>
Self-Awareness	Identifying Emotions	PS:A1.5
	Inaccurate Self-Proclamation	PS:A1.1
	Self-Confidence	PS:A1.10
Self-Management	Impulse Control	PS:A1.8
	Stress Management	PS:B1.4
	Self-Discipline & Self-Motivation	PS:A1
	Goal Setting	A:B2
	Organizational Skills	A:A2
Social-Awareness	Perspective Taking & Empathy	PS:A2.1
	Appreciating Diversity and Respect for Others	PS:A2.4
	Civic Engagement	A:C1
Relationship Skills	Communication	PS:B1.1
	Social Engagement	PS:A2.3
	Relationship Building	PS:A2.8
	Teamwork	PS:A1.9
Responsible Decision-Making	Identifying Problems	PS:B1.1
	Analyzing Situations and Solving Problems	PS:B1.3/PS:B1.4
	Evaluating & Reflecting	PS:B.2/PS:B.3
	Ethical Responsibility	PS:C1.2

To promote the SEL process and growth of all learners, universal instructional examples are provided for adults who are teaching, modeling and reinforcing the skill sets. The examples may be classified as classroom management strategies, instructional tasks and delivery, academic integration, communication and feedback, and the types of academic, social and emotional support that may be provided school-wide and in the classroom. It is important to note that The Adult Examples for Instruction are not a comprehensive list of instructional activities. Learner examples are provided for adults to recognize learners' progress toward the competency. The expectation is for learners to demonstrate age-appropriate skills and not final mastery of any competency as all learners, including children, youth, and adults continue to grow and evolve.

*The competencies listed, as well as the Learning Targets, align with the School Counseling Contents, Standards and Benchmarks as set forth by the ASCA Model.

SCHOOL COUNSELING-ASCA NATIONAL STANDARDS

Goals/Standards as set by American School Counselor Association (ASCA)

I. PERSONAL-SOCIAL DEVELOPMENT STANDARDS

- Standard A:** Students will acquire the knowledge, attitudes, and interpersonal skills needed to understand and respect self and others.
- Standard B:** Students will make decisions, set goals, and take necessary appropriate action to achieve goals.
- Standard C:** Students will understand safety and survival skills.

II. ACADEMIC DEVELOPMENT STANDARDS

- Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options, including college.
- Standard C:** Students will understand the relationship of academics to the world of work, and to life at home and in the community.

III. CAREER DEVELOPMENT STANDARDS

- 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.
- Standard B:** Students will employ effective strategies to achieve future career goals with success and satisfaction.
- Standard C:** Students will understand the relationship between personal qualities, education, training, and the world of work.

SCHOOL COUNSELING - Content Standards and Benchmarks

I. PERSONAL-SOCIAL DEVELOPMENT STANDARD

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

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

PS:A1 Acquire Self-Knowledge

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

PS:A2 Acquire Interpersonal Skills

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

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

PS:B1 Self-knowledge Application

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

Standard C: Students will understand safety and survival skills

PS:C1 Acquire Personal Safety Skills

- PS:C1.1** Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact).
- PS:C1.2** Learn about the relationship between rules, laws, safety and the protection of rights of the individual.
- PS:C1.3** Learn about the differences between appropriate and inappropriate physical contact.
- PS:C1.4** Demonstrate the ability to set boundaries, rights and personal privacy.
- PS:C1.5** Differentiate between situations requiring peer support and situations requiring adult professional help.
- PS:C1.6** Identify resource people in the school and community, and know how to seek their help.
- PS:C1.7** Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- PS:C1.8** Learn about the emotional and physical dangers of substance use and abuse.
- PS:C1.9** Learn how to cope with peer pressure.
- PS:C1.10** Learn techniques for managing stress and conflict.'
- PS:C1.11** Learn coping skills for managing life events.

II. ACADEMIC DEVELOPMENT STANDARDS

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:A1.1 Articulate feelings of competence and confidence as learners.

A:A1.2 Display a positive interest in learning.

A:A1.3 Take pride in work and achievement.

A:A1.4 Accept mistakes as essential to the learning process.

A:A1.5 Identify attitudes and behaviors that lead to successful learning.

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time-management and task-management skills.

A:A2.2 Demonstrate how effort and persistence positively affect learning.

A:A2.3 Use communication skills to know when and how to ask for help when needed.

A:A2.4 Apply knowledge and learning styles to positively influence school performance.

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions.

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.

A:A3.3 Develop a broad range of interests and abilities.

A:A3.4 Demonstrate dependability, productivity and initiative.

A:A3.5 Share knowledge.

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:B.1 Improve Learning

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

A:B2 Plan to Achieve Goals

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

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

A:C1 **Relate School to Life Experiences**

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

III. CAREER DEVELOPMENT STANDARDS

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

C:A1 **Develop Career Awareness**

- C:A1.1** Develop skills to locate, evaluate and interpret career information.
- C:A1.2** Learn about the variety of traditional & nontraditional occupations.
- C:A1.3** Develop an awareness of personal abilities, skills, interests and motivations.
- C:A1.4** Learn how to interact and work cooperatively in teams.
- C:A1.5** Learn to make decisions.
- C:A1.6** Learn how to set goals.
- C:A1.7** Understand the importance of planning.
- C:A1.8** Pursue and develop competency in areas of interest.
- C:A1.9** Develop hobbies and vocational interests.
- C:A1.10** Balance between work and leisure time.

C:A2 Develop Employment Readiness

- C:A2.1** Acquire employability skills such as working on a team, problem-solving and organizational skills.
- C:A2.2** Apply job readiness skills to seek employment opportunities.
- C:A2.3** Demonstrate knowledge about the changing workplace.
- C:A2.4** Learn about the rights and responsibilities of employers and employees.
- C:A2.5** Learn to respect individual uniqueness in the workplace.
- C:A2.6** Learn how to write a resume'.
- C:A2.7** Develop a positive attitude toward work and learning.
- C:A2.8** Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
- C:A2.9** Utilize time- and task-management skills.

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

C:B1 Acquire Career Information

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

C:B2**Identify Career Goals**

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

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

C:C1**Acquire Knowledge to Achieve Career Goals**

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

C:C2**Apply Skills to Achieve Career Goals**

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

SCHOOL COUNSELING CURRICULUM

The counseling curriculum consists of structured developmental experiences presented systematically through classroom and group activities kindergarten through grade 12. Components of the curriculum are developmentally based, therefore, not all components are introduced at every grade level. Social-emotional learning is the process of acquiring and applying knowledge, attitude and skills throughout life, in predictable and unpredictable situations. While the counselor's responsibilities include the organization and implementation of the Counseling Curriculum, the cooperation and support of the entire faculty and staff are necessary for its successful implementation. The Counseling Curriculum is delivered through such strategies as:

Classroom Activities: Counselors can teach, team teach or assist in teaching counseling curriculum learning activities or units in the classrooms. Counselors may facilitate overall school-wide SEL implementation.

Group Activities: Counselors conduct groups outside the classroom to respond to students' identified interests or needs.

Individual Planning

Individual Planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational and personal goals. The activities in the component are counselor planned and directed. These activities are generally delivered on an individual basis, or by working with individuals in small groups or advisement groups. Individual Planning is implemented through such strategies as:

Individual Appraisal: Counselors work with students analyzing and evaluating student abilities, interests, skills and achievement. Tests, survey information, and other data are the bases for assisting students to develop immediate and long-range plans.

Individual Advisement: Counselors work with students using personal, social, educational, career and labor market information in planning personal, educational, and occupational goals. The involvement of students, parents and school in planning students' programs that meet their needs is critical.

Responsive Services

Responsive Services consists of activities to meet the individual needs and concerns of students, whether these needs or concerns require counseling, consultation, referral or information. This component is available to all students and is initiated by students, staff, parents or community. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Responsive services are delivered through such strategies as:

Consultation: Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help students.

Personal Counseling: Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, and possible consequences so that appropriate action is taken.

Crisis Counseling: Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counselors use referral sources to deal with crises such as suicide, violence, bullying, abuse and terminal illness. These referral sources may include:

- * Mental Health Agencies
- * Employment and Training Programs
- * Vocational Rehabilitation
- * Juvenile Services
- * Social Services

System Support

System Support consists of management activities that establish, maintain, and enhance the total counseling program. This component is implemented and carried out through activities in the following areas:

Professional Development: Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing post-graduate coursework, and contributing to professional literature.

Staff and Community Relations: This involves orienting staff and the community to the comprehensive counseling program through such means as newsletters, local media and school-community presentations.

Consultation with Teachers: Counselors need to consult with teachers and other staff members regularly in order to provide information to support staff and to receive feedback on emerging needs of students.

Community Outreach: Included are activities designed to help counselors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities and local labor market information. This may involve counselors visiting local businesses, industries, and social service agencies on a periodic basis.

Program Management & Operations: This includes the planning and management tasks needed to support activities conducted in a comprehensive counseling program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

Research and Development: Counseling program evaluation, data analysis, follow-up studies, and the continual development and updating of SEL learning activities and resources are some examples of the research and development work of counselors.

ELEMENTARY COUNSELOR FUNCTIONS

I. Activities:

A. Counseling

1. Classroom Counseling: The counselor conducts classroom counseling lessons as needed. The main focus of these lessons is prevention. At times, upon teacher request, these lessons may focus on particular problems the class may be having. To that degree, classroom counseling lessons would be classified as remedial. Lessons typically focus on topics such as:
 - * sexual orientation
 - * social skills
 - * decision-making
 - * accepting responsibility
 - * feelings and how to handle them
 - * social/emotional learning (SEL)
 - * conflict resolution
 - * respect
 - * bullying
 - * accepting individuals as they are

2. Small Group Counseling: The counselor conducts regularly scheduled small group counseling sessions as needed. This offers children the opportunity to discuss problems and concerns on a more personal level. Interpersonal and problem-solving skills are enhanced, and children have an opportunity to receive support and acceptance from peers. Referrals for such groups may come from teachers, parents, principals and/or the student. Examples of topics are:
 - * dealing with a loss
 - * harassment/teasing/bullying
 - * social skills/friendships
 - * conflict resolution/conflict mediation
 - * family changes (divorce, new sibling, moving, etc)
 - * school behavior
 - * anger management
 - * respect

3. Individual Counseling: Individual counseling sessions are conducted as needed. Students can examine personal situations or concerns within a confidential setting. Crisis situations are addressed in a timely and confidential manner. Examples of topics are:

- * death/loss
- * family changes
- * stress
- * behavior issues
- * academics
- * attendance issues
- * interpersonal problems
- * abuse
- * anxiety
- * suicidal ideations
- * self regulation
- * responsibility

B. Consulting

Counselors may consult with parents, teachers, child study teams, AEA teams, and community service agencies as appropriate in order to clarify the needs of and the services to an individual child and/or family.

C. Coordinating

- * 504 Plan Facilitator

The counselor will assist in coordinating all counseling-related services for students in order to share relevant information with parties involved and to avoid duplication of services.

II. Professional Growth

- A. The counselor will meet regularly with other colleagues to further enhance and update counseling issues.
- B. The counselor is encouraged to belong to professional organizations and participate in their activities.
- C. The counselor is encouraged to attend conferences, workshops, etc., to enhance professional skills.

III. Competencies Needed (partial listing):

- * understanding and accepting self and others
- * understanding of guidance theory and practice, and the ability to implement that understanding
- * general understanding of human growth and development
- * understanding of the developmental stages and characteristics of students
- * group leadership skills and understanding of group processes
- * interpersonal relationship skills
- * knowledge of classroom teachers role and function
- * understanding of the teaching relationship
- * communication skills
- * familiarity of referral agencies and community resources
- * organizational skills
- * diagnostic assessment skills
- * understands the importance of confidentiality
- * function as a contributing team member of the pupil services team
- * background knowledge in academic assessment and it's appropriate interpretation and use
- * counseling curriculum development/evaluation expertise

INTERMEDIATE SCHOOL COUNSELOR FUNCTIONS

I. Primary Responsibilities

A. Counseling

1. School Counselor Curriculum: The counselor provides and implements a comprehensive developmental counseling curriculum that guides intermediate school students in personal-social development, academic success and career planning. Lessons in classroom settings can be conducted in conjunction with teaching staff typically focusing on topics such as:

- * school orientation
- * growth mindset
- * harassment
- * conflict resolution
- * cultural diversity
- * social skills
- * effective problem solving
- * respect
- * following rules and guidelines
- * perseverance
- * responsibility
- * self-management
- * social awareness
- * intro to world of work

2. Individual and Small Group Counseling: Examples of topics covered:

- * academics
- * conflict mediation
- * family issues
- * child abuse
- * substance abuse
- * suicide prevention and intervention
- * behavior issues
- * peer problems
- * anxiety
- * depression
- * self-harm
- * bullying
- * anger management

B. Consulting

1. Consulting with teachers, parents, and staff regarding needs of students.
2. Act as a resource person for faculty, staff and parents.
3. Add information to the school newsletter as needed.
4. Consult and coordinate with school-community specialists, such as school social workers, school nurses, school psychologists, administrators, and community-based mental health professionals, service agencies and physicians.
5. Act as an advocate for groups and individual students as decisions are made that will affect those students.

C. Coordinating

1. 504 Plan Facilitator
2. Collaborate with elementary school counselors and middle school counselors, to affect, respectively, the incoming and outgoing students orientation program.
3. Establish effective liaisons with various staff.
4. Collaborate with social workers and/or outreach workers, to implement mentoring groups, sage groups, and small groups.

II. Professional Growth

- A. Attend district sponsored staff development offerings.
- B. Join professional organizations.
- C. Read professional journals.
- D. Become knowledgeable about multicultural issues in education.
- E. Attend relevant workshops/conferences sponsored by professionally appropriate organizations.
- F. Take post-graduate courses.

III. Competencies Needed: (partial listing)

There are certain competencies an intermediate school counselor is expected to demonstrate. A partial listing of these includes:

- * understanding and accepting self and others
- * understanding of counseling theory and practice and the ability to implement that understanding
- * general understanding of human growth and development
- * understanding of the developmental stages and characteristics of students
- * group leadership skills and understanding of group processes
- * interpersonal relationship skills
- * knowledge of classroom teachers' role and function
- * understanding of the teaching relationship
- * communication skills
- * familiarity of referral agencies and community resources
- * organizational skills
- * understand the importance of confidentiality
- * function as a contributing team member of the pupil services team
- * problem solving, conflict resolution skills
- * professional relationships with students, staff, parents and agencies
- * knowledge of student records management
- * knowledge of diagnostic assessment skills
- * background knowledge in academic assessment and its appropriate interpretation and use
- * knowledge of counseling curriculum development/evaluation

MIDDLE SCHOOL COUNSELOR FUNCTIONS

I. Primary Responsibilities

A. Counseling

1. School Counselor Curriculum: The counselor provides and implements a comprehensive developmental counseling curriculum that guides middle school students in personal-social development, academic success and career planning. Lessons in classroom settings can be conducted in conjunction with teaching staff typically focusing on topics such as:

- * school orientation
- * study skills
- * harassment
- * conflict resolution
- * cultural diversity
- * social skills
- * effective problem solving
- * respect
- * following rules and guidelines
- * 7 Habits of Successful Teens

2. Individual and Small Group Counseling: Examples of topics covered:

- * academics
- * attendance problems
- * family issues
- * child abuse
- * substance abuse
- * suicide prevention and intervention
- * behavior issues
- * peer problems
- * pregnancy
- * anxiety
- * depression
- * self-harm
- * bullying
- * respect
- * identity development
- * decision making
- * healthy relationships

3. Counseling Activities Specific to Career Guidance (Examples):

- * help students develop educational and career plans
- * coordinate course selection & preregistration of students
- * coordinate career interest assessment and interpretation of results

* Implementation of Naviance

B. Consulting

1. Consulting with teachers, parents, and staff regarding needs of students.
2. Act as a resource person for faculty, staff and parents.
3. Add information to the school newsletter as needed.
4. Consult and coordinate with school-community specialists, such as school social workers, school nurses, school psychologists, administrators, and community-based mental health professionals, service agencies and physicians.
5. Act as an advocate for groups and individual students as decisions are made that will affect those students.

C. Coordinating

1. Collaborate with elementary school counselors and high school counselors to affect, respectively, the incoming and outgoing students orientation program.
2. Coordinate course selection and pre registration for students.
3. Coordinate career interest assessment and interpretation of results.
4. Establish effective liaisons with various staff.
5. 504 Plan Coordinator

II. Professional Growth

- A. Attend district sponsored staff development offerings.
- B. Join professional organizations.
- C. Read professional journals.
- D. Become knowledgeable about multicultural issues in education.
- E. Attend relevant workshops/conferences sponsored by professionally appropriate organizations.
- F. Take post-graduate courses.

III. Competencies Needed: (partial listing)

There are certain competencies a middle school counselor is expected to demonstrate. A partial listing of these includes:

- * understanding and accepting self and others
- * understanding of guidance theory and practice and the ability to implement that understanding
- * general understanding of human growth and development
- * understanding of the developmental stages and characteristics of students
- * group leadership skills and understanding of group processes
- * interpersonal relationship skills
- * knowledge of classroom teachers' role and function
- * understanding of the teaching relationship
- * communication skills
- * familiarity of referral agencies and community resources
- * organizational skills
- * understands the importance of confidentiality
- * function as a contributing team member of the pupil services team
- * problem solving, conflict resolution skills
- * professional relationships with students, staff, parents and agencies
- * knowledge of student records management
- * knowledge of diagnostic assessment skills
- * background knowledge in academic assessment and its appropriate interpretation and use
- * knowledge of guidance curriculum development/evaluation

SECONDARY COUNSELOR FUNCTIONS

I. Activities

A. Counseling

1. Provide counseling services including personal problem solving related to the home and family, school, health and emotional concerns for individual students.
2. Provide counseling services in small groups.
3. Provide large group activities..
4. Assist students in making a smooth transition to the next stage of educational development.
5. Assist in placing students in their appropriate level of educational development.
6. Assist in identifying and placing students needing special services.
7. Assist in providing informational services to students.
8. Assist students in post-high school planning.
9. Coordinate visits from various representatives, recruiters, etc.
10. Help students evaluate career interests and choices.
11. Help students with college/grant applications.
12. Be knowledgeable of vocational careers and opportunities.
13. Implementation of Naviance Program school-wide

B. Consulting

1. Consult with appropriate personnel, exchanging relevant information concerning students.
2. Consult with students regarding educational goals.
3. Consult with parents, assisting with the growth and development of their child.
4. Act as a liaison between the school and authorized community Agencies.
5. Serve on various district committees.
6. Be a resource person and consultant in career, school-to-career education.

C. Coordinating

1. Be responsible for the collection, organization, recording, and interpretation of data, related to individual students, maintaining confidentiality.
2. Facilitate job opportunities that businesses share with students.
3. Coordinate testing programs (standardized, college entrance, etc.)
4. Assist in curriculum development.
5. Coordinate scholarship/financial aid program.
6. Share research/information with appropriate school staff.
7. Conduct ongoing evaluation of counseling services.
8. Assist in interpreting the district's counseling services.
9. Prepare records and reports that will be helpful in working with students.
10. Coordinate career components within curriculum guidelines.
11. 504 Plan Coordinator

II. Professional Growth:

- A. The counselors will meet regularly with other school counselors to further enhance counseling skills.
- B. The counselor is encouraged to belong to professional organizations and participate in their activities.
- C. The counselor is encouraged to attend conferences, workshops, take post-graduate level courses, etc., to enhance professional skills.
- D. The counselor is encouraged to be active in legislative concerns and communicate with legislators.

III. Competencies Needed (partial list):

- * understanding and accepting self and others
- * understanding of counseling theory and practice and the ability to implement that understanding.
- * general understanding of human growth & development
- * understanding of the developmental stages and characteristics of students
- * group leadership skills and understanding of group processes
- * interpersonal relationship skills
- * knowledge of classroom teachers' role and function
- * understanding of the teaching relationship
- * communication skills
- * familiarity of referral agencies and community resources
- * organizational skills
- * knowledge of diagnostic assessment skills
- * understands the importance of confidentiality
- * problem solving, conflict resolution skills
- * professional relationships with students, staff, parents and agencies
- * interpretation knowledge of test results
- * function as a contributing member of the pupil services team
- * diagnostic assessment skills
- * background knowledge in academic assessment and its appropriate interpretation and use
- * knowledge of counseling curriculum development/evaluation

2015 NCDA CODE OF ETHICS PURPOSE

The *National Career Development Association (NCDA) Code of Ethics* serves five main purposes.

1. The *Code* enables NCDA to clarify to current and future members, and to those served by their members, the nature of ethical responsibilities held in common by its members.
2. The *Code* helps support the mission of NCDA.
3. The *Code* establishes principles that define ethical behaviors and practices of association members.
4. The *Code* serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing career services and best promotes the values of the career profession.
5. The *Code* serves as a guide for those receiving career services to that they may understand what to expect from working with a career professional and to understand their rights and responsibilities as consumers of these services.

The *NCDA Code of Ethics* contains nine main sections that address the following areas:

Section A: The Professional Relationship

Career professionals facilitate client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships.

Section B: Confidentiality, Privileged Communication, and Privacy

Career professionals recognize that trust is the cornerstone of the professional relationship. Career professionals work to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries and maintaining confidentiality.

Section C: Professional Responsibility

Career professionals provide open, honest, and accurate communication in dealing with the public and other professionals. They practice in a non-discriminatory manner within the boundaries of professional and personal competence and have a responsibility to abide by the *NCDA Code of Ethics*.

Section D: Relationships With Other Professionals

Career professionals recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. Career professionals develop positive working relationships and systems of communication with colleagues to enhance services to clients.

Section E: Evaluation, Assessment, and Interpretation

Career professionals use assessment instruments as one component of the career services process, taking into account the client's personal and cultural context. Career Professionals promote the well-being of individual clients or groups of clients by developing and using appropriate career, educational, and psychological assessment instruments.

Section F: Providing Career Services Online, Technology, and Social Media

Career professionals actively attempt to understand the evolving nature of the profession with regard to providing career services online, using technology and/or social media, and how such resources may be used to better serve their clients.

Section G: Supervision, Training and Teaching

Career professionals foster meaningful and respectful professional relationships and maintain appropriate boundaries with supervisees and students.

Section H: Research and Publication

Career professionals who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society.

Section I: Resolving Ethical Issues

Career professionals behave in a legal, ethical, and moral manner in the conduct of their professional work. They are aware that client protection and trust in the profession depend on a high level of professional conduct.

INSTRUCTIONAL MATERIALS RE: MULTICULTURAL NON-SEXIST EDUCATION

Instructional materials should be representative of the cultural/racial diversity in the U.S. as well as the roles open to women and men in today's society. Disabled and older persons should be represented in textbooks, supplementary materials, audiovisual resources, posters, and brochures in counseling offices, bulletin boards in the office, classrooms, student reference materials and computer software/educational sites.

- * Men and women, diverse racial/cultural groups, and the disabled are shown in both active and passive roles in education.
- * Materials avoid reinforcing stereotypes about cultural/racial groups, women and men, the elderly, and the disabled.
- * The perspectives of both men and women, diverse racial/cultural groups, and the disabled are included in educational materials.
- * Members of diverse racial/cultural groups, men, women, and the disabled are shown and described in a broad range of personal and professional activities.
- * Instructional materials are free of ethnocentric, gender bias, or elitist language patterns which make implications of gender bias, racism, elitism, ageism and handicapism in the workplace and society.
- * Materials use occupational titles which are gender neutral.
- * Materials deal openly/accurately with the impact of gender bias, racism, elitism, ageism, and handicapism in the workplace and society.
- * Materials include information on current civil rights laws.
- * Materials show and describe men, women, diverse racial/cultural groups, and the handicapped in positions of leadership and action.
- * Materials emphasize the home and family responsibilities of both females and males and avoid linking these responsibilities to one gender only.

APPENDIX A

SOCIAL/EMOTIONAL LEARNING (SEL), 2019

“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”
(*Collaborative for Academic, Social, and Emotional Learning, 2018*)

PURPOSE AND USE OF COMPETENCIES

The purpose of providing these Competencies, Learning Targets, Developmental Indicators, with Adult Examples for Instruction and Learner Examples (IASSEL Competencies) is to provide districts, schools, and those that partner with them, a set of information and resources that can be used to implement social-emotional learning. These resources are provided as tools to encourage focused and comprehensive planning, based on implementation science, to lend breadth, depth and scope to the process of implementing SEL. It’s important to remember that the ultimate goal is for all learners to grow in their desire and ability to embrace and demonstrate SE competencies.

Some important considerations for implementing the IASSEL Competencies include:

- * *Development Matters* (Osher, Cantor, Berg, Steyer, & Rose, 2017)
 - * Individuals develop and grow their social-emotional competencies over time.
 - * Certain skills serve as building blocks.
 - * Development of social-emotional skills depends on the age and context of the individuals.

- * *Context Matters* (Osher et al., 2017)
 - * Development depends on biology and environment.
 - * Context include multiple factors such as: culture, characteristics of the learner, and the environment in which the learner is situated.

- * *Culture Matters* (Hecht & Shin, 2015)
 - * There are multiple ways to express social-emotional skills.
 - * Expression of social-emotional skills vary by culture.
 - * It is important to reflect on our own cultural assumptions.

Social-Emotional Learning Competencies: K-12

There are 5 Social-Emotional Learning Competencies at the K-12 level:

1. **Self-Awareness** is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior.
2. **Self-Management** includes regulating one's emotions, stress management, self-control, self-motivation, and setting and achieving goals.
3. **Social Awareness** expresses perspective-thinking; empathy; respecting diversity; understanding social and ethical norms of behavior; and recognizing family, school, and community supports.
4. **Relationship Skills** signifies building relationships with diverse individuals and groups, communicating clearly, working cooperatively, resolving conflicts, and seeking help.
5. **Responsible Decision-Making** refers to considering the well-being of self and others; recognizing one's responsibility to behave ethically; basing decisions on safety, social, and ethical considerations; evaluating realistic consequences of various actions; and making constructive, safe choices for self, relationships, and school.

RESOURCES

Elementary Level & Intermediate Level Resources

A. Personal and Social Development

1. Top Growth Mindset Resources for Parents and Educators; biglifejournal.com
2. Personal Development Resources; 4h.okstate.edu
3. Social and Emotional Development Resources; parenttoolkit.com
4. Social/Emotional Resources for elementary special education; pinterest.com (lot of information on this site)
5. 25 Resources for Social/Emotional Learning; teachthought.com
6. Social/Emotional Development Domain; cde.ca.gov
7. How To Be Angry; Signe Whitson
8. Teaching Green - The Elementary Years; New Society Publication, 2005
9. Teaching Cooperation Skills; Pat Huggins; Assist Program of Affective/Social Instruction; Strategies and Techniques, 1994
10. Lion's Quest Working It Out: Tools for Everyday Peacemakers; Quest International
11. "The Ungame"
12. No Putdowns: Positive Approaches to Negative Situations; Conact-Syracuse, Inc., 1997
13. Positive Action

B. Academic

1. Study Skills for Elementary Students; studyskills.com
2. Study Skills: Tips and Activities for Elementary School; www.k5learning.com>studyskill
3. 31 Study Skills for Elementary Students; elementaryassessments.com>list-of-study-skills-for-elementary-students
4. Helping Kids Find Their Strengths; Pat Huggins; Assist Program of Affective/Social Skills Instruction: Strategies and Techniques, 1994

C. **Careers**

1. Research Careers - Career Kids;
careerkids.com>pages>career-research
2. Career & Technical Education/Elementary Career Resources;
www.crosbyisd.org
3. K-12 Student Resources: US Bureau of Labor Statistics;
www.bis.gov>students
4. Sites to See: Career Education/Education World;
www.education.world.com>a_tech>sites>sites030

D. **Parents**

1. Parent Toolkit; www.parenttoolkit.com
2. NEA Parents' Resources: Home; parents.nea.org
3. Parents: Guide to Student Success-Family Resources;
www.PTA.org>home>parents-guide-to-student-success
4. Raising Brothers & Sisters Without Raising the Roof;
Calladine; Winston Press, 1979
5. Parents on Your Side; Canter, 1991

Intermediate Level & Middle School Level Resources

A. Personal and Social

1. Developmental Milestones for Middle Schoolers-Understood;
www.understood.org>learning-thinking-differences>signs-symptoms
2. Social Emotional Learning (SEL) curriculum for Middle School and High School.
growing.leaders.com>habitudes-for-middle-and-high-school
3. 9 Tools for Middle Schoolers to Master Conflict - Girls;
girlsleadership.org>blog>9-tools-for-middle-schoolers-to-master
4. RESPECT - Overcoming Obstacles;
www.overcomingobstacles.org>wp-content>uploads
5. 5 Tips for Empathy-Building in Youth - Center For Healthy Minds;
centerhealthyminds.org>jointhemovement>5-tips-for-empathy-building
6. Talk With Teens About Feelings, Family, Relationship, and the Future;
Jean Sunde Peterson. Free Spirit Publ., Inc., Minneapolis, MN, 1995
7. Emotional Intelligence: Level II Middle School. Diane Schilling.
Innerchoice Publishing. Spring Valley, CA, 1996
8. Talking With Teens About Self and Stress; Jean Sunde Peterson.
Free Spirit Publishing, Inc., Minneapolis, MN, 1993
9. Thinking, Feeling, Behaving -More What Works With Children & Adolescents: A Handbook of Individual Counseling Techniques.
Ann Vernon, 2009
10. Love is Respect - Healthy Relationships. www.loveisrespect.org
11. Covey, Sean. The 7 Habits of Highly Effective Teens: Workbook, Mango Media, Inc.

2015

B. Academic

1. Study Skills for Middle School & Beyond/Parenting
www.greatschools.org>home>articles
2. Study Skills Guide: Study Tips Strategies and Lessons
www.educationcorner.com>study-skills
3. Study Skills HM Program Level I. National Association of Elementary and Secondary School Principals, Alexandria, VA, 1989.

C. **Careers**

1. K-12 Student Resources: US Bureau of Labor Statistics; www.bis.gov>students
2. 5 Best Career Exploration Lesson Plans for Middle School; www.aeseducation.com>blog>best-career-exploration-lesson-plans
3. Sites to See: Career Education/Education World; www.education.world.com>a_tech>sites>sites030
4. Naviance curriculum. Introduced to 8th grade students in preparation for career exploration and high school studies. This curriculum is used each year of high school and goes more in depth each year. Students have their own log in information and can explore careers, colleges, majors, etc.

D. **Professional Books**

1. Counseling Toward Solutions: A Practical Solution-Focused Program for Working with Students, Teachers, and Parents. Linda Metcalf. The Center for Applied Research in Education; Englewood Cliffs, NJ, 1995
2. Developmental Assessment and Intervention with Children & Adolescents. Ann Vernon. Research Press, Champaign, IL, 1984

E. **Parents**

1. The Parents Handbook; www.newharbinger.com>parents>handbook
2. 30 Tips for Raising Middle Schoolers; www.familylife.com>topics>parenting>ages-and-stages>tweens
3. 10 Things Parent of Middle Schoolers Should Know; www.karikampakis.com>2017/11>10-things-parents-of-middle-schoolers-should-know
4. What Growing Up is All About: A Parent's Guide to Child and Adolescent Development. Ann Vernon & Radhi H. Al-Mabuk. McNaughton & Gunn, Inc., 1995
5. Surviving and Enjoying Your Adolescent: Coping Parent Series; I.J. Barrish & Harriet Barrish, 1989

High School Level Resources

A. Computer Software/Site: Naviance - www.naviance.com

This website is used by BCSD. Naviance is a comprehensive K-12 college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. Students begin this process in 8th grade and continue through high school.

B. Books, Written Resources

1. 100 Conversations For Career Success: Learn to Network, Cold Call, and Tweet Your Way to Your Dream Job; by Laura M. Labovich and Miriam Saltpeter.
2. Do Good Well: Your Guide to Leadership, Action and Social Innovation, by Nina Vasan
3. Get a Job in 30 Days or Less: A Realistic Action Plan for Finding The Right Job Fast. by Matthew J Deluca
4. Do What You Are: Discover the Perfect Career For You Through The Secrets of Personality Type, by Paul D. Tieger, Barbara Barron and Kelly Tiger
5. Get the Job You Want, Even When No One's Hiring: Take Charge Of Your Career, Find a Job You Love, and Earn What You Deserve, by Ford R. Myers
6. Dare to Succeed: A Treasury of Inspiration and Wisdom for Life and Career, by Van Crouch
7. Thinking, Feeling, Behaving -More What Works With Children & Adolescents: A Handbook of Individual Counseling Techniques. Ann Vernon, 2009

C. Financial Aid and College Planning

1. Resources - Best College Fit; www.bestcollegefit.com>resources
2. College Planning - Resources for Parents and Students; www.discover.com>student-loans>college-planning
3. College Resource Guide - WSJ; www.wsj.com/articles/SB
4. College Planning & Guidance - Fidelity Investments; <https://www.fidelity.com/collegeplanning>
5. Student Financial Aid-NICC Last-Dollar Scholarship-Apply Today; <https://www.nicc.edu>
6. Best Student Loans 2020-Best Student Loans 2019-2020; <https://www.simpletuition.com>
7. Exploring Future Possible Careers: A High School Research; www.brighthubeducation.com>high-school-teaching-tips
8. K-12 Student Resources, U.S. Bureau of Labor Statistics; www.bis.gov>students
9. Find Careers - Education Planner www.educationplanner.org>students>career-planning>find-careers
10. When I Grow Up - Career Lessons and Activities - Workforce, www.wrksolutions.com>WFS-WIGU-highschool-lessons
11. 10 Things for High-School Students to Remember, www.livecareer.com>recent-grads>high-school-critical-issues

D. Community Personnel

1. College Representatives
2. Military Recruiters
3. AEA Teams
4. Local Counseling Agencies

