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The International Model

For School Counseling Programs

Researched and Developed by Brooke Fezler and Cheryl Brown



2011

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Foreword

This project is the first of its kind for the international school counseling profession. We set out to involve as many international school counselors and experts in the field as we developed this document. The First Edition of the International Model for School Counseling Programs is being offered to interested parties for no fee at the following website: www.aassa.com. As with any publication, improvements to the original can and will be made. We encourage you to contact us with your questions and comments. Additionally, we look forward to hearing from you on your experience in implementing the International Model at your school.

Emails can be sent to: internationalschoolcounselor@gmail.com or you can find us at www.iscainfo.org.

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The International Model for School Counseling Programs is based on the ASCA National Model: A Framework for School Counseling Programs (R) and is developed with permission by the American School Counselor Association.

About the Developers

Brooke Fezler (M.A. Counseling) has been an international school counselor since 2005 in Indonesia and Argentina; before moving abroad, she worked in the San Francisco bay area, first in marketing for companies including eBay, Saturn, and AT&T, and then as a public school counselor. She received her Master's degree in Counseling from St. Mary's College. Her thesis, titled "The need for school counselor evaluations in an era of educational accountability" provided a springboard for exploring ways for counselors to be active participants in building their profession. Brooke has coordinated school-wide movements towards the implementation of comprehensive school counseling programs. She has been a co-lead on the initiative for designing an international school counseling model, which is created in partnership with the American School Counselor Association (ASCA) and designed by hundreds of international school counselors and designed for the unique needs of international school students. This project is supported by the U. S. State Department Office of Overseas Schools and the Association of American Schools in South America. She is co-leading the creation of the International School Counselors Association.



Cheryl Brown (M.A. International Affairs and French Studies, Certified Teacher) has been an international educator since 1997 and has worked in international schools for twelve years, with seven years' experience in high school counseling in Pakistan, England, Indonesia, and China. In Fall 2011 she will be working at the American School of Warsaw in Poland. Cheryl has a wealth of experience in planning, creating, and managing various projects. Most recently Cheryl coordinated the initial efforts of her school's K-12 counseling department in implementing a comprehensive counseling program. Additionally, Cheryl has experience in working with NGOs, multi-national and government-related organizations around the world. She has co-designed and implemented policy to improve and maintain the educational programs and has been involved in the complete cycle of post-secondary accreditation process and standards. Cheryl maintains a large international network with educational institutions around the world. Partnering with Brooke Fezler, Cheryl has been co-leading the development of the International Model for School Counseling Programs, which is based on the American School Counselor Association (ASCA) National Model. Brooke and Cheryl have presented at conferences around the world encouraging international school counselors to dialogue and participate in the development of International Model. Currently, Cheryl and Brooke are co-leading the creation of the International School Counselors Association.



A New Beginning for International School Counselors

By Judy Bowers, Ed.D. Co-author of the "American School Counselor Association National Model for School Counseling Programs" and school counselor consultant.

The International Model for School Counseling Programs will serve as a framework for school counselors in International Schools to establish quality school counseling programs that show results. Often school counselors establish their own programs based on the needs of the school and parents in their school with counselors doing random acts of guidance. When counselors react to the immediate school needs, frequently only a small group of students are served. In the International School Counseling Model, all students are served when the counselors teach classroom lessons based on National competencies in the academic, career, personal/social, and global perspective domains.

The program shows school counselors how to keep data based on the competencies taught and the results attained. Research of a results-based approach to school counseling has shown to contribute to academic achievement. School counselors in the 21st century internationally will learn to access, analyze, interpret, and display data from their schools to show results. Yearly school counseling audits will be compared to show how the international programs are making a difference.

Through the leadership of Brooke Fezler and Cheryl Brown, the International Model was created and developed with feedback from international school counselors at conferences around the world where counselors worked in task groups and committees to discuss and review the ASCA National Model. It was impressive to see the concentration and interest the groups had in providing suggestions for the International Model for School Counseling Programs.

Introduction

The aim of the International Model for School Counseling Programs is to provide a framework for encouraging and promoting best practices among international school counselors. By creating “Unity from Diversity” for international school counseling programs, the International Model will guide the formation, review, and improvement of counseling programs at schools all over the world.

The goals of the International Model for School Counseling Programs are to:

- Consolidate best practices to develop a comprehensive and preventative International Model for school counseling programs.
- Produce an effective model that is replicable across international schools--guiding counselors in *what* to do.
- Provide a common language and vision for international school counselors to continue conversations and professional learning among the diverse international school counselor group.
- Clarify the role of the international school counselor so that all counselors have a focused approach to their program, are supported by colleagues and administrators, and are guided in *what* a counseling program should look like.
- Facilitate authentic collaboration within and among international schools. When all counselors at various divisions, and in various cities around the world, are using the same counseling model and working towards the same goals, counselors can share resources about *how* each school is reaching its targets.
- Develop unity from diversity. International school counselors have a diverse range of training and specializations, cultural backgrounds, languages, belief systems, professional strengths, and life experiences. This diversity has the potential to cause confusion and conflict among professionals with different interests, perceptions, and abilities. However, when all counselors at a school use the International Model, the best of what each individual has to offer is contributed to a unified vision, a single direction.

How to use this Model

The International Model is not prescriptive, reactive, or a one-size-fits-all framework. Rather, its purpose is to help guide counselors to build programs that are best for their school population. It tells school counselors *what* a good school counseling program *should* do. It does not tell counselors *how* to get there. *How* counselors and schools deliver the model is left to the discretion of the professionals within each school. Just as there are many routes a traveler can take to a destination, there are many ways for counselors to arrive at the same goal: to develop a comprehensive and preventative counseling program. Of course, the route chosen depends upon current location, mode of transportation, and resources at the traveler’s disposal. The same is true of each school’s

implementation of this model.

When an international school counselor moves from one school to the next, from Singapore to Nairobi, from Buenos Aires to Bangkok, they have to restart their work. In fall 2008, 47% of counselors surveyed (278 total respondents) stated that when they arrived at the international schools at which they worked, they had to create a counseling program from scratch. If counselors across the world are working towards implementing the components of the International Model, transitions would be easier not only for international school counselors, but also for students and their families: the language we use is familiar, the end goal is the same, services are aligned to best practices, and ultimately, counseling services are better.

The International Model for School Counseling Programs aims at directing counselors away from inconsistent program implementation and towards a focused and proactive program.

What's different about it?

Since 2008, over 300 international school counselors, organizations and interested parties have participated in the development of the International Model. Based on extensive research, surveys, and input from counselors, the International Model applies best counseling practices from around the world to the international school context.

What is unique about the International Model?

1. Language used in the Model reflects the international context in which overseas counselors work.
2. The Model includes information about the elements of a counseling program that accurately represents the environment and factors of school counseling in a foreign country. Often, these responsibilities exceed the expectations placed upon counselors who work in public and state schools in the United Kingdom, Australia, New Zealand, the United States, and Western Europe.
3. The new fourth domain --Global Perspective—offers content standards that focus on encouraging mindful cross-cultural interaction and intercultural communication for school counselors and students.
4. Academic, Career, Personal/Social and Global Perspective content standards reflect the needs of third culture kids (and host country nationals) in international schools.

What student population do international schools serve?

Nearly 200 schools are currently supported by the United States Office of Overseas Schools at the U.S. State Department. These various schools serve over thirty-thousand expatriate American students as well as over eighty-eight thousand students of other nationalities. Additionally, other national governments have established and continue to support schools overseas for its national citizens as well as others who choose to enroll in these national institutions. For example, there are approximately 100

British schools supported by the British government through the Council of British Overseas schools. Moreover, the governments of France, Korea, New Zealand, Australia, just to name a few, also operate international schools in various countries; and there many more independent international schools operated by churches, organizations, and for-profit institutions. As the borders of business continue to expand, the number of these international schools and the enrollment of K-12 students increase. These schools are staffed by experienced school counselors from all over the world, and counselors need a framework by which to operate their school counseling programs to ensure student success.

Isn't there something out there already?

While working at the Jakarta International School in Indonesia, the developers of this International Model, Brooke Fezler and Cheryl Brown, were part of a team looking at the role of the counselor in their school's K-12 counseling program in preparation of the upcoming accreditation visit. At the end of this study, Fezler and Brown formulated questions that were not addressed by the accreditation standards or other organizations. Their research continued and it yielded three important questions: "What is the role of an international school counselor and best practice for the profession?", "What is the recommended student: counselor ratio for international schools?", and "What are the guidelines for international school counseling programs and guidance curriculum?" However, these questions remained unanswered by accreditation organizations and various national standards for the counseling profession. Therefore, Fezler and Brown set off on a mission to define best practice for their own school—research that had implications for all international school counselors.

One part of the research focused on counseling organizations worldwide. There are over twenty-five (25) national and international counseling organizations dedicated to promoting the quality of the counseling profession and upholding the ethical integrity of its practitioners. However, of those twenty-five counseling organizations, international and national, only three (3) are relevant to school counselors, and only one (1) provides clear program guidance and systemic organization to school counselors: the American School Counselor Association (ASCA), an organization supported by the U.S. Department of Education and The Education Trust. In 2003, ASCA developed a Framework for School Counseling Programs: the ASCA National Model. This model provides guidance for school counselors in the United States, and has influenced school counselors worldwide.

In 2008, Fezler and Brown conducted an independent survey which was sent to international school counselors; the survey revealed that 113 international school counselors (56% of the counselors who responded) reported they use the ASCA National Model as a framework for developing their school counseling programs. A similar survey in 2010 yielded the response that 58.4% of international school counselors use the ASCA National Model. In April 2009, Jakarta International School held a conference featuring Dr. Judy Bowers, co-author of the ASCA National Model. She led a two-day workshop on the implementation of the ASCA National Model for 78 counselors from 32 international schools and 23 countries. School counselors walked away from the conference with information to help them begin organizing a school counseling program for international schools. Conference participants unanimously declared the need for an International School Counseling Model.

The second part of the Jakarta International School study focused on policy and regulating agencies: there are several policymaking and regulatory agencies that guide schools in offering quality educational programs to students. For example, accreditation agencies, which offer a voluntary measure of quality, help guide schools through evaluation, verification, and improvement. Currently, there are six (6) U.S. regional accreditation organizations that offer accreditation services to international schools and one internationally established accreditation agency that administers and collaborates (with regional accreditors) on joint accreditation services to many international schools. However, the accreditation standards, aimed at classroom-based educational programs, do not adequately address the needs of school counseling programs. These standards only provide a loose framework for the counseling department.

The final stage of the research included an analysis of the regional education associations. There are eight (8) regional education associations, which were established by the U.S. Office of Overseas Schools to provide technical assistance and professional development for the schools under its charter. These regional educational associations are AASSA, AISA, CEESA, EARCOS, ECIS, MAIS, NESA, Tri-Association, and the overarching association, AAIE. These associations provide American-sponsored overseas schools with a variety of educational services such as: in-service training for administrators and teachers, materials development, purchasing, and recruitment of teachers and administrators. Occasionally, at regional teacher conferences, sponsored by the above educational associations, workshops are offered with a focus on school counseling. However, these conferences do not always have in-depth sessions for counselors or provide professional development on improving a comprehensive K-12 counseling program.

With all these organizations and resources available to international schools and counselors, it may come as a surprise that the only body that systematically supports the school counseling profession is the American School Counselor Association (ASCA). It was from this foundation in research that Fezler and Brown began the work of creating an International Model.

ASCA's National Model serves the needs of students in U.S. schools, but does not take into account the unique needs of international school students, with their frequent transitions and distinctive challenges with identity formation. The program in a school that is in the best position to support all students in their academic, career, personal/social development, and global perspective, is the counseling program.

While the ASCA National Model is in prime position to be the framework utilized by international counselors, it has two fundamental flaws that make its implementation difficult: first, it is "American," and second, it doesn't fully account for the international context in which international school counselors work.

In October 2009, Fezler and Brown received a grant funded by the U. S. State Department Office of Overseas Schools and administered by the Association of American Schools in South America (AASSA), to work on the development of the International Model. The awarding of this grant verified the need for

such a model to exist. The development of this Model was a collaborative effort with international school counselors across the world; Dr. Judy Bowers, the co-author of the ASCA National Model; ASCA Executive Director Dr. Kwok-Sze Richard Wong; the Office of Overseas Schools and AASSA; and Dr. Barbara Schaetti.

In July 2011, the first edition of the International Model for School Counseling Programs was released.

Gratitude

A significant amount of time, effort, and support went into the creation of the International Model. We would like to recognize the following individuals and organizations for their support of this Model: Jakarta International School counselors and administrators, Paul Poore at AASSA, Kevin Callahan, Geoff Smith, Tim Stuart, Mark Jenkins, Jakarta International School, Shanghai American School, Asociación Escuelas Lincoln, Adam Carter, Joanne Loiterton, and Lisa Bowers. Also, we would also like to thank and acknowledge the collaborative research of Dr. Barbara Schaetti, Jeff Steuernagel, Adam Goad on their contributions to the Global Perspective Domain.

A special thanks to Dr. David Cramer, Dr. Kwok-Sze Richard Wong, Mr. Paul Poore, and Dr. William Scotti. They have supported us immensely throughout this project and have given us encouragement, advice and guidance.

Pioneering the Way for School Counselors

In “Remembering the Past, Shaping the Future” by Norman Gysbers, Ph.D., it is noted that the school counselor’s role must be clearly established in schools or the counselor’s role will be determined by the day to day needs of the school and the principal. In 2003, the American School Association (ASCA) Governing Board voted to develop a National Model based which is a composite drawn from the work of four outstanding leaders in School counseling. The work of Norman Gysbers, Ph.D., C.D. Johnson, Ph.D., Sharon Johnson, Ed.D., and Robert Myrick, Ph.D., were assembled by Judy Bowers, Ed.D., and Trish Hatch, Ph.D. with input from an ASCA committee over a two year period.

Our international initiative to create the International Model has been four years in the making. On behalf of counselors around the world, we are grateful to the co-authors of the ASCA National Model, Dr. Judy Bowers and Dr. Trish Hatch.

We extend a special thanks to Dr. Bowers for all of her work over the past two years and her invaluable contributions and guidance.

~Brooke Fezler and Cheryl Brown

Chapter 1

What is an International School Counseling Program?

An effective international school counseling program is comprehensive in scope, preventative in design and developmental in nature.

The International Model for School Counseling Programs is a framework for school counseling programs. It is written to reflect a comprehensive approach to program foundation, delivery, management and accountability. International school counseling programs are designed to ensure that every student receives the program benefits. Historically, many school counselors spent much of their time responding to the needs of a small percentage of their students, typically the high achieving or high risk students. The International Model recommends that the majority of the school counselor's time be spent in direct service to students so that every student receives maximum benefits from the program.

The International Model represents what a school counseling program should include and serves as an organizational tool to identify and prioritize the elements of a quality school counseling program. It describes the program components and serves as a framework for developing and writing a school counseling program. This Model guides schools in designing, developing, implementing and evaluating a comprehensive developmental and a systemic school counseling program working in the unique international context of international schools.

As school counselors create and develop their counseling program, it is important that counselors be aware of the governing laws of the country in which the school is located and design a program that is in alignment with these laws.

Comprehensive in Scope

A comprehensive school counseling program will focus on what all students, K-12, should know, understand and be able to do in the four domain areas: Academic, Career, Personal/Social and Global Perspective. The emphasis is on academic and social success in the international context, for every student, not just those students who are motivated, supported and ready to learn. The school counseling program helps all students achieve success in school and develop into contributing members of our local and international community.

Preventative in Design

The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive, preventative manner, ensuring all students can achieve school success through academic, career, personal/social and global perspective experiences. Therefore, the school counselor's duties need to be focused on program delivery and direct counseling services. Preventative education can be accomplished through the implementation of school **guidance curriculum** in the classroom and through coordination of prevention education programs such as, but not limited to the following: conflict

resolution, anti-violence, bullying, transitions, acceptance of diversity programs at their sites, etc. The **management system** section of the Model delineates the recommended use of time for school counselors, and who can use this guide when planning program services and curriculum, including developing a calendar of the year's prevention activities.

Developmental in Nature

School counselors design programs and services to meet the needs of students at various growth and development stages. School counseling programs establish goals, expectations, support systems and experiences for all students. These programs provide the rationale for school counselors, school administrators, faculty, parents or guardians to engage in conversations about expectations for student's academic successes in the role of counseling programs in enhancing student learning.

The student **content standards** are public statements of what students in international schools should know and be able to do as a result of participating in an international school counseling program.

Each student content standard is followed by student competencies and a list of indicators enumerating desired student learning outcomes. **Student competencies** define the specific knowledge, attitudes and skills students would obtain or demonstrate as a result of participating in a school counseling program. The competencies are not meant to be all-inclusive, nor is any individual program expected to include all the competencies in the school counseling program. The competencies offer a foundation for what a standards-based program addresses and delivers. ***These can be used as a basis to develop measurable indicators of student performance.*** The standards are in four categories or domains: Academic, Career, Personal/Social and Global Perspective. A brief description of each domain follows below:

Academic Domain

The Academic standards for students guide the counseling program to implement strategies and activities to support and maximize student learning. Academic development includes:

- Acquiring attitudes, knowledge and skills that contribute to effective learning in school and across the life span (Standard A).
- Employing strategies to achieve success in school and choose from a wide range of post secondary options (Standard B).
- Understanding the relationship of academics to the world of work and to life at home and in the community (Standard C).

Career Domain

The student content standards for career development guide the school counseling program to provide the foundation for students to acquire skills, attitudes and knowledge enabling students to:

- Acquire skills to investigate the world of work in relation to knowledge of self as it relates to culture and family values, and to make informed career decisions (Standard A).

- Employ strategies to achieve future career goals and satisfaction (Standard B).
- Foster an understanding of the relationship between personal qualities, education, training and the world of work (Standard C).

Personal/Social Domain

The content standards for personal/social development provide the foundation for personal and social growth as students progress through school and into adulthood. This domain includes the acquisition of skills, attitudes and knowledge to help students:

- Acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others (Standard A).
- Make decisions, set goals and take necessary actions to achieve goals (Standard B).
- Understand safety and survival skills (Standard C).

Global Perspective Domain

The content standards for global perspective provide the foundation for counseling programs to help students acquire the skills, attitudes and knowledge to:

- Develop an understanding of culture as a social construct (Standard A).
- Acquire an awareness of their family culture and own cultural identity (Standard B).
- Understand their host country and home(s) country's cultures (Standard C).
- Develop a personal practice for applying intercultural competence and bridging successfully across cultural difference (Standard D).
- Acquire knowledge and attitudes to manage transition effectively (Standard E).

Integral part of the total education program

The International Model supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, career, personal/social and global perspective development. The International Model encourages school counselors to become catalysts for educational change and to assume or accept a leadership role in educational reform. As specialists in child and adolescent development, school counselors coordinate the objectives, strategies, and activities of a developmental school counseling program. School counselors are:

- Advocates for students as the students strive to meet the challenges and demands of the school system and prepare for transition after high school.
- Specially trained educators in a position to call attention to situations within the schools that defeat, frustrate, and hinder student's academic success.
- Aware of the data identifying patterns of achievement and behaviors affecting student success.
- Leaders in identifying school issues.
- Collaborate with others to develop solutions.

Designs a Delivery System

The delivery system (Gysbers & Henderson, 2000) describes activities, lessons and other areas in which counselors deliver the program. School counselors use the four components below to-systemically deliver the program.

1. The **Guidance Curriculum** component provides a method by which every student receives school guidance curriculum content in a systemic way.
2. The **Individual Student Planning** component provides all students an opportunity to work closely with their parents or guardians to plan, monitor and understand their growth and development to take action on their next steps personally, educationally and occupationally.
3. The **Responsive Services** component responds to the direct, immediate concerns of students and includes, but is not limited to, individual counseling, crisis counseling, referrals or consultations with parents or guardians, teachers or other specialists.
4. The **System Support** component enables the school counseling process to be effective through: leadership and advocacy, consultation, collaboration and teaming, program management and professional development. This component also provides appropriate support to other programs in the school.

Implemented by an Experienced School Counselor

To be employed as a counselor in most international schools, the educational requirements for counselors is similar to the expectations of many private schools in the United States as well as other countries around the world. Educators employed in international schools must hold at a minimum a bachelor's degree and a teaching certificate, or equivalent. Although it is preferred that school counselors have a Master's degree in school counseling, exceptions are sometimes made by administrators when hiring for a counselor position and many in these positions hold related degrees (i.e. psychology, education, mental health, etc.) Many international school counselors are encouraged and supported by their administration to work towards state, national, or international credentials as a school counselor.

To advance the profession of the international school counselor, it is important for counselors who work in international schools to focus on professional development in the area of developing school counseling programs. Additionally, although teaching experience is not required by most international schools, it is important for school counselors to receive training in student learning styles, classroom behavior management, curriculum and instruction, student assessment and student achievement.

Conducted in Collaboration

International school counselors work collaboratively with parents or guardians, community members and other support services professionals as part of the student support services team. In addition, school nurses, school security officer, international community mental health professionals, and school psychologists are all part of the student support system that is often assembled in the form of a student support team (SST), helping students and their families identify student needs and to refer them to appropriate resources both within and outside of the school.

Monitors student progress

Monitoring is the process of reviewing data to determine if a group of students is demonstrating the desired results as delineated in the program goals and related student competencies. School counselors are expected to consistently monitor and enhance academic progress and achievement. They also advocate for educational and career planning and strive to remove barriers to learning.

Driven by student needs, informed by data

School counseling programs should be data informed which can create a picture of student needs and provides an accountable way to align the school counseling program with the school's academic mission. Although it is important to know what services are provided for students (process data), this doesn't provide a complete picture; collecting process data, which is evidence that an event or activity occurred without a clear understanding of the activity's impact (perception and results data), is less meaningful because it does not provide enough information.

Results data answer the question, "So what?" Results data show proof that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior or academic achievement, etc. In addition, it is important to disaggregate data, which is the process of separating out data by variables such as gender, nationality, ethnicity or socio-economic status, to examine equity issues and the needs of various student groups.

Seeks Improvement

School counseling programs receive valuable information from measuring results enabling them to determine what is working and what is not. School counselors can use this information to evaluate the program and make necessary adjustments and improvements.

Shares Successes

International school counselors share their program successes. Informed stakeholders know and promote the value and necessity of school counselors in children's lives. School counselors market and share the results obtained in the programs.

A Cooperative Effort

International school counselors must collaborate with many stakeholders to ensure a quality program. This partnership is necessary, especially when schools and school counselors are the only viable resources in the country or city that are available to families. Through this collaboration, the school counseling program becomes an integral part of the total school mission.

International school counselors assume a responsibility for many aspects of a child's well being. However, it's important to involve other stakeholders in the program; these programs do not need to be implemented only by the school counselor!

Below is a list of potential stakeholders and the various roles they can play in the counseling program (Adapted from Arizona Department of Education CCBG Program Model Handbook, 2002):

- **International school counselors** manage the counseling program and ensure effective strategies are employed to meet stated student success and achievement. The counselor provides proactive leadership which engages all stakeholders in the delivery of activities and services to help students achieve success in school. International school counselors also provide direct service to every student.
- **Teachers** work in partnership with counselors to develop and infuse guidance activities into the curriculum and instructional program. By collaborating with teachers, counselors can implement guidance curriculum and opportunities through the classroom and other school related activities. It is also possible that teachers already address some of the content standards in their curriculum. Partnership with teachers will elicit this information, as well as enhance access to students. Teachers are vital partners in the implementation of any school counseling program.
- **Administrators** are vital in providing support for the organization, development and implementation of the school counseling program. They encourage counselors and teachers to work collaboratively, provide time, facilities and necessary resources to facilitate that process. The administrator can identify important persons to support and implement the school counseling program. The guidance curriculum is not expected to be delivered solely by the school counselor, rather collaboration with other academic teachers in a school is expected.
- **Parents or guardians** work in partnership with school counselors to help their students be successful in school. By working with parents through various means (i.e. individual meetings, parenting groups/workshops and weekly communication) counselors can achieve the goals of the counseling program via parent support and partnership. By educating parents on the developmental, emotional and social needs of students, they can help the counseling program by becoming involved student advocates, and empowered parents.
- **Students** are active participants in the school counseling program and assume responsibility for their success in school.
- **Community** members such as outside therapists, psychologists, expatriate businesses, embassies and community agencies can partner with schools in a variety of ways by volunteering, mentoring, providing workshops and offering sites for student service learning experiences and placements for school related programs and field trips.

Chapter 2

Elements of the International Model

To create an effective international school counseling program, school counselors must concentrate their resources into four primary areas: developing the foundation, delivery, management and accountability. These elements build on each other to create a strong school counseling program.

The Foundation establishes *what* the program is. Next, the Delivery System determines *how* the program will be implemented. The Management System determines *when* and *why* the program will occur. And finally, Accountability examines *“how are students different as a result of the program?”*

Below is a brief overview of the four elements. The following steps are essential building-blocks to a successful comprehensive international school counseling program.

Step 1: Foundation provides the *WHAT* of the program, discussing what every student will know and be able to do.

Beliefs and Philosophy: The philosophy is a set of principles (usually a set of “we agree” and “we believe” statements) that guides the program development, implementation and evaluation. All personnel involved in managing and implementing the program should reach consensus on each belief or guiding principle contained in the philosophy.

Mission: A mission statement describes the program’s purpose and goals; it aligns with the school’s mission.

Content Standards and Competencies: The student content standards serve as the foundation for the International Model. Student competencies define the knowledge, attitudes or skills students should obtain or demonstrate as a result of participating in a school counseling program. They are developed and organized into content areas (Campbell & Dahir, 1997), otherwise referred to as domains.

Domains: The program facilitates student development by focusing on four broad domains in the following areas which promote and enhance the learning process: Academic, Career, Personal/Social, and Global Perspective.

Once the vision and priorities of the counseling program have been identified, counselors can move into examining how they will deliver the program through the four identified avenues for delivery.

Step 2: Delivery System addresses *HOW* the program will be implemented.

Guidance Curriculum: The guidance curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The guidance

curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom and group activities. The delivery of the curriculum is not limited to the school counselor, rather collaboration with other academic departments in the school should be organized.

Individual Student Planning: School counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

Responsive Services: Responsive services, which are the traditional duties of a school counselor, consist of activities meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives. These needs require counseling, consultation, referral, peer mediation or information.

Systems Support: Like any organized activity, a school counseling program requires administration, management, professional development and collaboration to establish, maintain, and enhance the total counseling program (Gysbers & Henderson, 2000).

Step 3: Management system addresses the *WHEN* (calendar and action plan), *WHY* (use of data), and on *WHAT* authority (management agreement and advisory council) the program will be implemented.

Management Agreements: These agreements ensure effective implementation of the delivery system to meet students' needs. These agreements, which address *WHEN* and *HOW* the school counseling program is organized and *WHAT* will be accomplished, should be negotiated with and approved by administrators at the beginning of each school year.

Advisory Council: An advisory council is a group of people appointed to review counseling program results and to make recommendations. Students, parents, teachers, school counselors, administration and community members could be represented on the council.

Use of Data: A comprehensive school counseling program is data-informed. The use of data to effect change within the school system is integral to ensuring every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement and/or related data.

- **Student Monitoring:** Monitoring students' progress ensures all students receive what they need to achieve success in school. It entails monitoring student achievement data, achievement related data and standards and competency related data. Collection, analysis and interpretation of student data may be systemic by school site, grade, class or individual.
- **Data Collection:** The use of data will drive the program. The needs surface when disaggregated data are analyzed for every student. Data are necessary to determine

where the school counseling program is now, where it should be and where it is going to go. Needs are identified discrepancies between the desired results and the results currently being achieved.

Action Plans: For every desired competency and result, there must be a plan outlining how the desired result will be achieved. Each plan contains the following elements:

- competencies addressed
- description of the activity
- data informing the decision to address the competency
- timeline in which activity is to be completed
- who is responsible for the delivery
- means of evaluating student success
- expected results for students

Use of Time: The International Model recommends that school counselors spend 80 percent of their time in direct contact with students. The recommendation also provides a guide to school counselors and administrators for determining the amount of time their program should devote to each of the four components of the delivery system. Because resources are limited, a counselor's time should be protected; duties need to be limited to program delivery and direct counseling services, and non-counseling activities should be reassigned whenever possible. This will allow counselors to focus on the prevention and intervention needs of students in their programs.

Use of Calendars: Once school counselors determine the amount of time necessary in each area of the delivery system, they should develop weekly calendars to keep students, parents, teachers and administrators informed. This assists in planning and ensures active participation by stakeholders in the program. This tool also helps when counselors are transitioning from one international school to another.

When the program is fully implemented, an evaluation to determine the program's effectiveness is conducted and shared.

Step 4: Accountability System answers the question: "how are students different as a result of the program?"

Results Reports: These reports, which include process, perception and results data, ensure programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and the program.

Immediate, intermediate and long-range results are collected and analyzed for program improvement.

School Counselor Performance Standards: The school counselor's performance evaluation contains basic standards of practice expected of school counselors implementing a school counseling program. These performance standards should serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.

Program Audit: The primary purpose for collecting information is to guide future action within the program and to improve future results for students.

Although it is important to progress from one step to the next, the International Model also stresses auditing the program to improve other, already established, aspects of the program. For example, it is important to use information learned through the Accountability step to refine the Foundation of an effective school counseling program.

Important Qualities for an International School Counselor

When school counselors are leaders, advocates, effective collaborators and change agents, they can significantly impact student achievement; because they are uniquely positioned to be student and system advocates, they ensure equity and access to rigorous education for every student (Martin & House, 2002). Therefore, the four themes below are critical to the effectiveness of the school counselor:

Leaders: School counselors serve as leaders who are engaged in system-wide change to ensure student success. They help every student gain access to rigorous academic preparation that will lead to greater opportunity and increased academic achievement.

School counselors become effective leaders by collaborating with other professionals in the school to influence system-wide changes and implement school reforms. In this way, school counselors can have an impact on students and the school.

Advocates: School counselors advocate for students' personal and educational needs and work to ensure these needs are addressed at every level of the school experience. School counselors believe, support and promote every student's goal to achieve success in school. School counselors work proactively with students to remove barriers to learning. As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high standards. Advocating for the academic success of every student is a key role of school counselors and places them as leaders in promoting school reform.

School counselors work as advocates to remove systemic barriers that impede the academic and social success of any student. Through their leadership, advocacy, collaboration, counseling and effective use of data, counselors minimize barriers so students have increased opportunities to achieve success in school. These methods promote equity by providing access to rigorous courses and a quality curriculum for every student. Measureable success resulting from these

efforts will be the increased numbers of students completing school academically prepared to choose from a wide range of substantial post-secondary options including college.

Collaborators: School counselors work with stakeholders, both inside and outside the school system, to develop and implement responsive educational programs that support the achievement goals for every student. They build effective teams by encouraging genuine collaboration among all school staff to work toward the common goals of equity, access, academic and social success for every student. This may include collecting and analyzing data to identify needed changes in the educational program.

School counselors create effective working relationships among students, professional and support staff, parents or guardians and community members. By understanding and appreciating the contributions others make in educating all children, school counselors build a sense of community within the school, which serves as a platform from which to advocate for every student. In addition, school counselors are vital resources to parents or guardians, educators and community agencies. Offering parents or guardian education, information and training, school counselors are essential partners who enhance the learning opportunities of all students and families.

System Change Agents: With a school-wide expectation to serve the needs of every student, school counselors are uniquely positioned to assess the school for systemic barriers to academic and social success. School counselors have access to critical data about student placement, a student's academic and social success or failure and the student's course taking patterns. Collaborating as leaders within the school, counselors have access to quantitative and qualitative data from the school and relevant community sources. They use these data to advocate for every student, ensuring equity and access to a rigorous curriculum, which maximizes post-secondary options.

Systemic change occurs when policies and procedures are examined and changed in light of new data. Such change happens with the sustained involvement of all critical players in the school setting, including and often led by school counselors.

Chapter 3

Foundation

The foundation of the school counseling program serves as the solid ground upon which the rest of the program is built. The decisions made during the “building the foundation” process become the “WHAT” of the program. What will every student know and be able to do as a result of the counseling program? Designing a strong foundation requires cooperative effort with parents or guardians, staff and the community to determine what every student will receive as a benefit of a school counseling program.

During the development stages, stakeholders are consulted when creating the philosophy, mission and overall program focus. The completed foundation is essential to ensuring the school counseling program is focused on student success. Elements include beliefs, philosophy, mission statement and standards for student academic, career, personal/social and global perspective development.

Beliefs

Beliefs are personal. Each individual counselor’s beliefs must be discussed early in the process of developing a school counseling department philosophy. What we believe about students, families, teachers and the education process is crucial in supporting successes for every student. Our beliefs are derived from our own background and experiences, and our beliefs drive our behavior.

Dialogue is required to ensure counseling teams and departments explore complex issues from many points of view. Each team member should contribute to the discussion of the following questions:

1. What do we believe about achievement for every student?
2. Do we believe all students can achieve given proper support?
3. Do we believe there are differences in learning styles for students and that children respond differently? How do we react to those responses?
4. What do we believe about the program’s ability to provide academic, career, personal/social, global perspective development for every student?
5. When we look at the school’s mission of academic achievement, what responsibility does the school counseling program have to support this mission?
6. What do we believe about educational reform and the school counselor’s role in it?
7. What do we believe about the role of parents or guardians, staff and community members within the school counseling program?
8. What are some area/s ideas that need to be highlighted in relation to the unique international context in which the school and the counseling program operate?

After all team members examine their own personal beliefs, they should share them with their teams. Beliefs have no right or wrong answers; they are what drive us to advocate for our students. As the international counseling program moves through this process, it is suggested that the team acknowledges the backgrounds and the diverse nature of their own counselors; realizing what each counselor brings to this process and to the department which enhances the richness of the program.

Assumptions

The philosophy of a comprehensive school counseling program is often based on certain assumptions. The assumptions will identify and briefly describe the foundation upon which a school counseling program exists. Assumptions give the program its shape and direction, its nature and structure. To illustrate this concept, consider the following examples:

A school counseling program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of a total educational program for student success
- Selects measurable student competencies based on local and host country needs in the areas of Academic, Career, Personal/Social, and Global Perspective domains
- Has a delivery system that includes school guidance curriculum, individual planning, responsive services and system support
- Is implemented by an experienced and/or credentialed school counselor
- Is conducted in collaboration with all stakeholders
- Uses data to drive program decisions
- Monitors student progress
- Measures both process and outcome
- Seeks improvement each year based on results data
- Shares successes with stakeholders

Philosophy

The philosophy is an agreed-upon set of guiding principles that individuals follow when implementing the school counseling program (Johnson & Johnson, 2001). It is important that all personnel involved in managing and implementing the program achieve consensus on each belief of guiding principles contained within the philosophy statement. A statement of philosophy is a:

- Set of beliefs that motivates program innovations
- Set of values visible to all
- Set of principles guiding professional contributions
- Statement of professional conduct
- Statement committing counseling to continuous growth
- Source of collective power

When developing a philosophy, school counselors meet as a group to discuss their own beliefs and philosophies. Then they use the consensus process to develop the statement of philosophy for their program. At a minimum, a school counseling department philosophy should:

- Indicate an agreed upon belief system about the ability of all students to achieve
- Address every student

- Address student developmental needs and focus on primary prevention
- Address the school counselor's role as an advocate for every student
- Identify persons to be involved in the delivery or program activities
- Specify who will plan and manage the program
- Use data to drive program decisions
- Define how the program will be evaluated and by whom
- Include ethical guidelines or standards

When developing a philosophy statement, the language and the meaning of the terms must be clear. Often times, counselors in an international school counseling department have diverse backgrounds and experiences. It is essential to create a common language and definition of terms to help create a more clear understanding. For example, terms such as manager, administrator and planner may have different connotations to different people on the team. It is important to clearly define who is generally responsible for all program functions such as developing the program, planning activities, monitoring student progress, implementing the program, providing program administration and evaluating data.

Philosophy and Belief Statement Samples

International Sample 1-American school of Dubai, United Arab Emirates

Beliefs

- We believe that our counseling program plays a critical role in fostering academic personal/ social, and career goals.
- We believe that our counseling program requires continual review and revision in order to meet the needs of the school.
- We believe that our program encompasses and supports the school's mission.
- We believe that our program seeks to share new learning and best practices with counseling peers, ASD staff, parents and students.
- We believe that students learn individually, varying in learning style, depth, and comprehension.
- We believe that we are student advocates for the work we do for students.
- We believe that future ASD counselors will inherit a standards-based program that will support ASD's continued growth.

Philosophy

The guiding principles of our program include:

- Recognizing the dignity and worth of each student
- Promoting understanding by recognizing that students vary according to ethnic, cultural, and racial backgrounds, as well as gender, sexuality and learning style
- Teaching to developmentally appropriate student competencies for all students K-12
- Planning and coordinating by ASD counselors with input from staff, parents, and students

- Using appropriate data to drive program development and evaluation as well as to monitor student achievement
- Tailoring program delivery (group and individual counseling) to make the best and most efficient use of counselor time and resources
- Employing computer-based and more traditional resources to best support student success, program goals and growth
- Making use of differentiated approaches in program delivery to assure student success across a range of learning styles
- Advocating for evaluation by a counseling supervisor on specified goals and agreed-upon student competencies
- Requiring that counselors abide by professional school counseling ethics and participate in professional development activities essential to maintaining a quality school counseling program and fostering professional growth.

International Sample 2- Jakarta International School, Indonesia

JIS Counseling Beliefs:

The JIS comprehensive counseling program:

- Supports the JIS Charter for Learning
- Addresses academic, career, personal/social needs of all students

The counselors at JIS believe that all students:

- Should feel safe , supported, accepted
- Are capable of change & growth

All JIS counselors:

- Are student focused
- Work as a professional learning community
- Are available to collaborate with students, parents, teachers, and administrators
- Should have access to current resources & Professional Development
- Participate in planning, designing, implementing, and evaluating the comprehensive school counseling program

Sample 3—Shanghai American School, China

SAS Counseling Beliefs:

- We believe that every student has the right to have a caring adult advocate in the school.
- We believe in fostering the development of the whole child.
- We believe in celebrating diversity and supporting our students' personal and cultural identity.

- We believe our role is to model and inspire a healthy well-balanced lifestyle that includes self-confidence and joy.
- We believe that all students can be successful when provided support appropriate to their individual needs.

Mission Statement

One of the essential aspects of the foundation for a school counseling program is the creation of a mission statement, which gives the counseling program overall direction and vision. 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 of the school's mission statement. Thus, the school counseling program supports the learning environment and, at the same time, makes unique contributions to meeting student's needs and nurturing their progress. The program's mission statement should be clear, concise and specific to the program's intent and what the program will contribute.

A mission statement:

- Keeps the program's focus on the beliefs, assumptions and philosophy
- Establishes a structure for innovations
- Creates one vision
- Provides and anchor in the face of change

The mission statement content should:

- Be written with students as the primary clients
- Advocate for the equity, access and success of every student
- Be written for every student
- Indicate the content and competencies to be learned
- Show linkages with the school's education mission statements
- Indicate the long range results desired for all students

Some schools and departments prefer longer mission statements, while others prefer shorter ones. The idea is to create a mission statement everyone can support. The goal is to design a mission statement that is specific, concise, clear and comprehensive. Counselors may need to seek out any pertinent or necessary linkages with other organizations or regulatory agencies that might provide the necessary articulation of information for cohesive statement that is integral to the total educational program. These organizations might be the Ministry of Education of the host country, accreditation agencies or national curriculum standards to which the international school must subscribe.

Mission Statement Samples

International sample 1- American School of Dubai

ASD counselors are student advocates who work in partnership with students, staff and parents, fostering an inclusive and collaborative school environment central to the success of the school's overall mission. This program is continually evolving to best meet the needs of our students in a challenging and fast-changing world. Our mission is to maximize each student's potential through the implementation of a comprehensive program which fosters the competencies leading to lifelong success including personal, social growth, academic skills and career awareness.

International sample 2- Jakarta International School

The JIS Counseling program promotes learning and personal growth by offering a comprehensive, developmentally appropriate, and accessible counseling program for members of the JIS community.

International sample 3—Shanghai American School

As student advocates, SAS counselors assist students in discovering themselves, their passions and directions in life. Counselors collaborate with students, staff and parents to maximize each student's potential through the delivery of a developmentally and culturally appropriate program that is comprehensive, balanced and supports academic, social, emotional, and career growth.

International Standards for Student Academic, Career, Personal/Social, and Global Perspective Development (An Introduction)

The International Model incorporates these student development standards in its foundation. These standards are not for programs themselves, but rather for students. As such, the fourteen standards in the four domain areas are actually content standards for students, much like there are content standards established by U.S. State Boards of Education, Ministry of Education, National Curriculum from various countries, International Baccalaureate, etc., for math and science and other subjects. These standards describe what the student should know and be able to do within the educational system. International school counselors use them to help students achieve their highest potential.

Domains, Standards, Competencies and Indicators

The international school counseling program facilitates student development in four broad domains to promote and enhance the learning process. Standards for each domain provide guidance and direction for international schools developing effective school counseling programs. Student competencies define the specific knowledge, attitudes and skills students should obtain, and indicators demonstrate skill acquisition.

Domains

Domains are broad developmental areas including standards and competencies and promote behaviors that enhance learning for all students. The four broad and interrelated domains of student development are the following:

- Academic Development
- Career Development
- Personal/Social Development
- Global Perspective Development

Each year school counseling programs set measurable goals in these four development areas. Additionally, the program reflects the progression of student development throughout the K-12 sequence. The school counselor utilizes a variety of strategies, activities, delivery methods and resources to promote the desired student development.

Content Standards, Competencies and Indicators

Standards and goals are often used synonymously. **Standards** are those statements providing a description of what students should know and be able to do at the highest level of expectation. Standards specify the level or rate of performance the student will achieve against a particular competency or set of indicators.

Competencies are specific expectations that students achieve in the content standard areas within the Academic, Career, Personal/Social and Global Perspective Domains.

Indicators describe the specific knowledge, skills and abilities that individuals demonstrate to meet a specific competency.

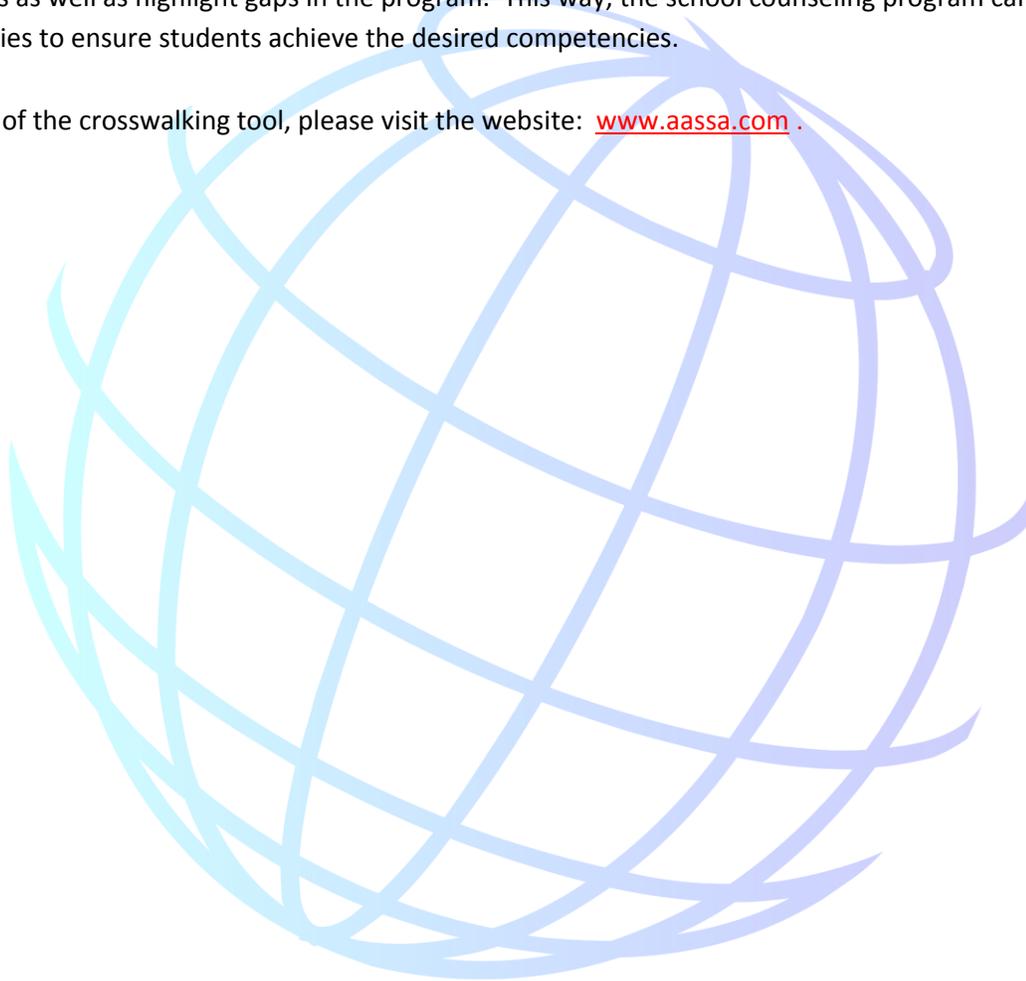
Ideally, the standards and competencies selected for implementation will be directly aligned with the school's goals. Data on goal attainment is reported by the school counseling program to administration, advisory council, and also to staff, parents or guardians, and students, making the program and the progress toward reaching the standards visible to all stakeholders.

Delineation of the domains can be found within chapter 4.

International Standards Crosswalks

The International Standards can be aligned with other standard-based models (i.e. IB standards or others). Standards can also be cross walked developmentally to ensure all grade levels are addressed. Cross walking the standards with current school counseling curriculum, activities and student data will show linkages as well as highlight gaps in the program. This way, the school counseling program can design activities to ensure students achieve the desired competencies.

For a sample of the crosswalking tool, please visit the website: www.aassa.com .



Chapter 4

Delivery System

Once the program foundation is completed, focus turns to the method of delivering the program to students. This section describes the activities, interactions and areas in which counselors work to deliver the program. The delivery system and the management system are intertwined throughout this process. The delivery system is the *how* of the implementation process, and the management system addresses the “when, why, and by whom and on what authority”.

Within the delivery system there are four (4) components: individual student planning, responsive services, system support and guidance curriculum. All activities included in the school counseling program should be addressed in one of these four areas of delivery.

Individual Student Planning

School counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

Individual or small-group guidance

School counselors advise students using culturally sensitive approaches to guide students to consider their personal/ social, educational, and post secondary goals. For student planning to be successful, a partnership between the counselor, parents/guardians and the student(s) can be important to the process and to the student meeting his/her goals.

Below are some examples of topics that can be reviewed with students, individually or in small groups. The activities listed below are highlighted with the division in which it is the most appropriate to address *elementary (ES), middle school (MS), or high school (HS)*:

1. Test score review, interpretation and analysis (MS/HS)
2. Promotion and retention information (MS/HS)
3. Career decision making (MS/HS)
4. Yearly course selection (HS)
5. Financial planning for post secondary educational plans. (HS)
6. Interest and communication style inventories (MS/HS)
7. Senior exit interview and surveys (HS)
8. Four-year or six-year plans (HS)
9. Social skills (ES/MS/HS)
10. Test-taking strategies (ES/MS/HS)
11. Post secondary selection (HS)
12. Job shadowing/internships (MS/HS)
13. Grade 12 planning appointments (HS)
14. Review of behavior plans (ES/MS/HS)

15. Transitions-new students and exiting students and division to division (ES/MS/HS)
16. TCK Issues (ES/MS/HS)
17. Testing Accommodations (SAT, ACT, IB, AP, etc.) (ES/MS/HS)
18. Organizational Skills (ES/MS/HS)
19. Cultural and Religious Tolerance (ES/MS/HS)
20. Life skills development-time management, and peer relationships (MS/HS)
21. Student habits survey and follow up (MS/HS)
22. Friendship groups (ES/MS/HS)

Responsive Services

Responsive services are the traditional activities of a counselor. This component consists of activities that meet the students' immediate, unplanned, social and emotional needs. Usually necessitated by life changes, events and conditions (such as death, transition, divorce, fights with friends, a breakup, etc.) in the students' lives, these needs require consultation, counseling, referrals, peer mediation and/ or information.

Responsive services are delivered through such strategies as:

Consultation

Counselors consult with parents, teachers, administrators and community agencies regarding strategies to help students and families when a crisis arises.

Individual and small-group counseling

Counseling is provided in a small group or on an individual basis for students experiencing difficulties dealing with relationships, personal concerns or developmental issues. Individual and small-group counseling helps students identify problems, causes, and possible consequences so they identify appropriate strategies and make appropriate choices. Such counseling is normally short term in nature. School counselors do not provide long-term therapy. When necessary, referrals are made to appropriate community resources, as available.

Crisis counseling

Crisis counseling provides intervention and follow-up. Counseling and support are provided to students, families, staff, and community members facing emergency situations. Such counseling is normally short term and temporary in nature. When necessary, referrals are made to appropriate community resources, as available. School counselors are integral in the school's crisis intervention team. Having an updated crisis team procedure will help ensure that information and problem-solving is shared with necessary staff to manage the crisis.

Referrals

Because international schools are, in most cases, located in a foreign community that is different than the majority of staff at the school (i.e. teachers credentialed in western countries) and curriculum (i.e. American-based school curriculum, IB diploma, etc.), school counselors are often

in the position of the mental health expert. Therefore, schools counselors are called on to (a) maintain a current list of community resources and personnel outside of school for referral purposes; (b) refer faculty, students, and families whose needs cannot be addressed in the school setting to outside agencies and specialists; and (c) advocate for community and mental services on behalf of faculty, students and families.

Peer facilitation

Many counselors train students as peer mediators, conflict managers, student ambassadors, tutors and mentors. The techniques of peer mediation and conflict resolution within a culturally diverse population are used to help students learn how to make changes in the way they communicate with others. In peer mediation, students are trained in a system to use with fellow students who are having trouble getting along with each other. Mentors and tutors provide additional support.

Transitions

Within the unique nature of life within the international community school counselors are responsible for providing transition support to families and students who are moving in and out of the school/community. While some of this is embedded into the guidance curriculum, additional support may be needed on an individual level.

System Support

Like any organized activity, a school counseling program requires administration and management to maintain and enhance the program. These activities typically do not involve direct contact with students, but rather these activities indirectly support students and the school counseling program for the benefit of the program by updating the skills of the counselors.

Professional development

School counselors can be involved in regularly updating and sharing their professional knowledge and skills through:

In-service training

School counselors attend school in-service and professional development training to ensure their skills are updated in areas, such as curriculum and program development, counseling techniques and advanced skills, university placement education, technology and data analysis. Regional education associations offer a wide range of training support to school counselors through annual conferences, weekend workshops and other professional development opportunities.

School counselors can also provide in-service instruction about the school counseling curriculum to the faculty and community. An example of this would be a school counselor providing or organizing an in-service for teachers and parents on the bullying curriculum

being taught to students. This in-service would serve to inform and gain the support of various stakeholders for the program and skills being taught.

Professional association membership

As the international school counseling profession continues to change and evolve, school counselors can maintain and improve their level of competence by participating in annual professional association conferences and meetings. In addition, it is recommended that counselors consult with the following organizations to expand their professional development: American School Counselor Association (ASCA), Overseas Association of College Admissions Counselors (OACAC), National Association for Career Development (NACD), etc.

Continuing education

International school counselors are encouraged to stay current and follow best practices through formal education activities such as online education, workshops (local, regional and international), etc.

Local/Regional collaboration

In many situations, international school counselors work in isolation. It is not uncommon for the counselor to be the only counselor in his/her division, or perhaps, the school. Counselors are encouraged to collaborate with counselors in other institutions in their local communities and/or region. A network of counselors can be created with the purposes of hosting periodic meetings as well as offering opportunities to connect, collaborate and network. These opportunities can provide great professional development opportunities.

Consultation, collaboration and teaming

Through consultation, collaborating and teaming, school counselors provide important contributions to the school system. Counselors serve in key roles and are in prime position to explain school counseling services to teachers and administrators as well as community organizations, such as embassies, mental health agencies, etc. They are also ideally situated to serve as advocates for every student, observe trends in the school and promote school reform.

Consultation

Counselors must regularly consult with teachers, administrators and parents to provide them with information which will support students and the school community. This consultation will yield information on the emerging needs of students, as well as empower faculty and parents on *how* to support students. This consultation can take many forms:

- Emailing with faculty and parents
- Sending out monthly newsletters to parents
- Providing relevant workshops to parents and faculty

- Supplying timely news articles to parents and faculty
- Weekly meetings with teachers to discuss student concerns
- Individual meetings with parents and teachers
- Weekly or monthly meetings with building principals to discuss student trends/concerns and counseling program updates

Parent conferences and workshops

Working with parents via individual meetings, consultations, or group workshops allows counselors to empower parents with skills and strategies to help with their child's academic and social/emotional development, and involve them in the learning process.

Parent workshops can include, but are not limited to:

- Book clubs focused on parent education and child development
- Adolescent development
- University Fairs and parent university workshops
- Orientation of new families
- Standardized testing analysis and debriefing
- Transition workshops for parents moving from the school and/or country
- Monthly coffees to focus on relevant school and student issues
- Communicating with university representatives

Community outreach

Activities included in this area are designed to help counselors become knowledgeable about community resources, referral agencies, post-secondary options, field trip sites, employment opportunities and local labor market information in their host country and international labor markets. This may involve counselors periodically visiting local businesses, international networking functions, industries, organizations, institutions and agencies.

Advisory councils

International school counselors are active in serving on community committees, advisory councils, leadership teams, parent teacher associations, committees etc. By supporting other programs in the school and community, school counselors can generate school wide support for the school counseling program.

Program management and operations

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

Management activities

These activities help the program sustain consistent services to students. With proper attention to the maintenance of support materials, such as the ones mentioned below, a counseling program can remain focused on the students while having necessary support and resources at their disposal.

- Establish and manage the counseling budget.
- Order and develop counseling resources, i.e.: books, articles, games, curricular programs.
- Maintain counseling facilities such as the counseling office, university resource center, book room, university/parent resources room, etc.
- Write policies and procedures that advocate for students and the school community.
- Research development.

Data analysis

Counselors analyze student achievement and counseling program-related data to evaluate the counseling program, conduct research on activity outcomes and discover gaps that exist 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. School counselors share data and their interpretation with staff and administration to ensure each student has the opportunity to receive an optimal education.

Guidance Curriculum

The guidance curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level in the four domains (academic, career, personal/social and global perspective). The guidance curriculum is infused throughout the school's overall curriculum and is presented systematically through preK-12 classrooms, individual student planning and group activities. School counseling curriculum is planned, ongoing, and systemic and includes a clear explanation of the scope and sequence of its units of instruction. It is aligned and cross-walked with the **Content Standards** (see below) and the school's academic goals. The knowledge, skills and attitudes are taught using a variety of curriculum activities and materials. The various methods below are ways in which curriculum can be delivered:

Classroom instruction

School counselors provide instruction, team teach or assist in teaching the school guidance curriculum, learning activities or units in the classrooms, the career center or other school environments.

Interdisciplinary curriculum development

School counselors collaborate with interdisciplinary teams to develop and refine guidance curriculum in content areas which are appropriate to age/grade level. These teams develop school guidance curriculum that integrates with the subject matter. The scope and sequence of the school guidance curriculum may include units delivered through other classroom disciplines (i.e. Health, English, Freshman Survey, etc).

Group activities

School counselors conduct small group activities outside and inside the classroom to respond to students' identified needs or interests.

Parent education and instruction

School counselors facilitate workshops, parenting groups and conduct informational sessions for parents/guardians, and, as necessary, staff/faculty, to address the needs of the school community and to reflect the school guidance curriculum.

Transition

School counselors promote awareness of the unique nature of life within the international community and seek opportunities to address internationalism across the curriculum.

The student content standards are public statements of what students should know and be able to do as a result of participating in a school counseling program. Each student content standard is followed by **student competencies** and a list of **indicators** enumerating designed student learning outcomes.

Student competencies define the specific knowledge, attitudes and skills students would obtain or demonstrate as a result of participating in a school counseling program. The competencies are not meant to be all-inclusive, nor is any program expected to include all the competencies in the school counseling program. The competencies offer a foundation for what a standards-based program addresses and delivers. Content standards are in four categories or domains: Academic, Career, Personal/Social and Global Perspective.

The International Model does not prescribe or recommend, any one program to deliver the content standards. Each counselor and counseling program needs to determine *how* to best deliver the content standards at their school.

International Content Standards

NB: * indicates a slight change to the language from the National Standards.

Italics indicate a new standard.

Academic Domain

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competency A1 ~Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in lifelong 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 which lead to successful learning
- A:A1.6 *Understand the importance of original work and academic honesty*

Competency 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 communications 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

Competency 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 interest 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 postsecondary options, including university.*

Competency B1 ~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

Competency B2~ Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in early childhood through graduation *
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement an 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.

Competency C1 ~Relate School to Life Experience

- 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 experiences 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

Career Domain

STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self as it relates to culture and family values, and to make informed career decisions.*

Competency A:1 Develop Career Awareness within a Global Workplace*

- C:A1.1 Develop skills to locate, evaluate, and interpret career information
- C:A1.2 Learn about the variety of traditional and 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

Competency A:2 Develop Global Employment Readiness *

- C:A2.1 Acquire employable skills such as working on a team, problem-solving and organizational skills

- C:A2.2 Apply job readiness skills to seek employment opportunities and service learning experiences *
- C:A2.3 Demonstrate knowledge about the changing global workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual cultural uniqueness and cultural sensitivity/understanding 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, integrity, and effort in the workplace
- C:A2.9 Use time and task-management skills
- C:A2.10 Understand the importance of cultural sensitivity in the workplace and external cultural environment.*
- C:A2.11 Understand the importance of being self-directed employees and how to promote initiative in one's work.*

STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction

Competency B:1 Acquire Career Information Appropriate to a Multi-Cultural Setting

- C:B1.1 Apply decision making skills to career planning, course selection, and career transition
- C:B1.2 Identify personal skills, interests, cultural background and abilities and relate them to current career options, choices, interests and possibilities*
- 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 and career assessment tools*
- C:B1.7 Describe traditional and non-traditional occupations and how these relate to career choice
- C:B1.8 Understand how changing economic, societal and cultural needs influence employment trends and future training*
- C:B1.9 Use research and information resources about post-secondary institutions offering major/course selection leading to desired career*

Competency B:2 Identify Career Goals

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify educational plan to support career
- C:B2.3 Use employable 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.

Competency C:1 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 and satisfaction
- C:C1.3 Identify personal and cultural preferences, interests, and expectations that influence 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

Competency 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 that are culturally appropriate*
- 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

Personal/ Social Domain

STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.

Competency 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 Understand change is a 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, assets and areas for self improvement *

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

Competency 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, respect and appreciate individual differences

PS:A2.4 Recognize, respect and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

PS:A2.9 Learn strategies for how to cope with loss and grief

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

Competency 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:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long- 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

Competency 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 Understand the emotional and physical dangers of substance use and abuse
- PS:C1.9 Demonstrate the ability to cope with peer pressure*
- PS:C1.10 Understand the signs of stress and techniques for managing stress and conflict*
- PS:C1.11 Learn coping skills for managing life events
- PS:C1.12 *Learn internet safety skills*

Global Perspective Domain¹

Standards for intercultural competence², cross-cultural identity³, and global transition.

Introduction to the Global Perspective Domain (GPD)

In the early stages of the development of the International Model for School Counseling Programs, it was recognized that counselors in international schools serve a unique community with diverse needs. International school students are cross-culture kids, Third Culture Kids and global nomads. Their unique transition experiences shape their identity and personal story. In addition, cross-cultural interactions place daily demands on school counselors' practice and students' interactions.

¹ **Global Perspective-** Involves taking a broader, more critical view of experience, knowledge and learning and includes seeking to understand the links between our own lives and those of people throughout the world. To adopt a global perspective, we need to enhance our culture specific and culture general competence. We also need to develop a practice and orientation (skills, attitudes and values), which will enable us to work together across countries and cultures. Adapted from Bournemouth University (2011).

² **Intercultural Competence-** "The ability to think and act in interculturally appropriate ways," (Hammer M. R., 2003 and Bayles, 2009); a mindset and a skill set. Schaetti, Ramsey & Watanabe (2009) define the three spheres of intercultural competence as (1) *culture specific competence*, which emphasizes learning about the specific cultural patterns exemplified by the chosen group and analyzing the impact of those cultural patterns when members of that group are involved in intergroup relations; (2) *culture general competence*--The focus here is on the general cultural contrasts that apply in interaction, regardless of the particular cultural groups involved, e.g. cultural continua/constructs/tools; and (3) *intercultural practice*-- "This approach to developing intercultural competence holds and encompasses the other two nested within it. It emphasizes moment-to-moment choice, moment-to-moment practice. This requires a whole person approach to building intercultural competence, for culture is as much an emotional and physical experience as it is an intellectual one."

³ **Identity-** "The term identity is used as the reflective self-conception or self-image that we each derive from our cultural, ethnic, and gender socialization processes. It is acquired via our interaction with others in particular situations. It refers to our reflective views of ourselves... Regardless of whether we may or may not be conscious of these identities, they influence our everyday behaviors in a generalized and particularized manner." (Ting-Toomey, 1999).

While global transition and cross-cultural identity formation are critical to the success of the international school student and the effectiveness of the school counselor, the GPD also provides standards for how they approach their time in the host culture. The GPD goes deeper into examining cross-cultural experience by introducing the field of intercultural competence to the Model. The goal of this component is to encourage mindful cross-cultural interaction for both school counselors and students.

International school students and counselors must recognize their limitations and vulnerability in interacting with and serving in unfamiliar cultural contexts. The intercultural competence component of the GPD aims to enhance how counselors and students serve, understand, communicate, and build relationships with those culturally different. The GPD provides a *shared language* to construct and enrich discussion and reflection on cultural experiences for all stakeholders.

Components of the GPD may be new to school counselors. It is healthy to first consider the standards in the context of the school counselor's practice, before expecting to instruct students. It is an intentional dual benefit for counselors to enhance their knowledge and skills as intercultural communicators, and then expect the students to do so similarly. Like any new challenge, school counselors should approach the GPD with a willingness to discuss, question, learn, grow and advocate.

Recommendation for Further Reading and Implementation

There are highly regarded resources cited in the GPD. The endnotes exist to guide counselors through defined key concepts, important literature and scholars, and also example leads on how to deliver the standards.

Remember that standards are not curriculum, but a target used to identify what is important to a developmental guidance program and school. If the GPD seems overwhelming, begin with the overarching standards. In what ways does the existing program already address these standards? Then build on this positive programming by slowly and more confidently addressing the competencies and indicators to enhance delivery in this domain.

Implement the GPD collaboratively. Use the GPD to enhance the counseling program as well as school-wide initiatives. Many international schools have "global worldview" or "international mindedness" as a school wide learning target. The GPD may help the school assess this learning target. Develop a core faculty that will care for the delivery of this domain, so that it does not all fall on one person or position in the school. Examples of initiatives that may be enhanced by the GPD may include transitions programs, International Day, Week-without-Walls programs, humanities and world language lessons or service learning. Maximize opportunities to expand knowledge and develop skills in the GPD through reading professional literature and consulting with experts.

Standard A: Students will develop an understanding of culture⁴ as a social construct.

Competency GP: A1 Discover what culture is and how it is formed

GP:A1.1 Understand the difference between objective culture⁵ and subjective culture⁶

GP:A1.2 Understand a given society's subjective culture and affirm its cultural variety⁷

GP:A1.3 Understand the various conceptual constructs of culture⁸

Competency GP: A2 Learn about the ways in which culture manifests in societies

GP:A2.1 Examine the core dimensions in which people and cultures differ using various conceptual constructs⁹

GP:A2.2 Identify their place(s) on the dimensions of culture in various situations

GP:A2.3 Identify where the people in their lives may place on the dimensions of culture

GP:A2.4 Articulate the difference between "common sense" and "culture sense"¹⁰

GP:A2.5 Understand the difference between processing cultural knowledge and applying intercultural competence

⁴ **Culture-** "Shared patterns of knowledge that our mind uses to create meaning and navigate our interactions with others,"(Shaules, 2010).

⁵ **Objective Culture-** The artifacts of a society: art, architecture, cuisine, etc. Also referred to as surface culture.

⁶ **Subjective Culture-** The society's common values, beliefs, and behaviors. Also known as "deep culture."

⁷ One might encourage students to reflect on the paradox that one can both generalize about a given society's subjective culture, while affirming the breadth of cultural variety within it.

⁸ Note that this may include that the construct of culture applies not only to countries/nationalities, but also to gender, age/generation, profession, socio-economic status, sexual orientation, physical ability, etc.

⁹ **Conceptual Constructs/Tools or Cultural Continua-** "General cultural contrasts that apply in interaction, regardless of the particular cultural groups involved,"(Schaetti, Ramsey, & Watanabe, 2009). These continua are at the heart of culture-general approaches to intercultural communication and competence. Some examples of these are: Kluckhohn & Strodtbeck (1961) five cultural values according to *human nature, man and nature, time, activity and relational*; Hall (1976) *individualistic cultures or collectivistic cultures* and *polychronic or monochronic* (how time is perceived); Tompenaars & Hampden-Turner (1998) four cultural orientations *egalitarian, hierarchical, person, and task*; Hofstede (2005) probably the most popular and most recent five major dimensions of culture which includes: *power distance, uncertainty avoidance, individualism-collectivism, masculinity-femininity, and long term-short-term orientation*.

¹⁰ **Deep Culture/Culture Sense-** "Hidden culture of the mind that influences our thinking and values in ways that we generally aren't aware of," (Shaules, 2010).

Standard B: Students will acquire an awareness of their family culture¹¹ and own cultural identity¹².

Competency GP: B1 Acknowledge the role of family

GP:B1.1 Identify family as the first “culture”

GP:B1.2 Explore their family’s cultural heritage(s)

GP:B1.3 Recognize characteristics of family¹³

GP:B1.4 Understand how cultural identity can differ in family relationships¹⁴

GP:B1.5 Apply knowledge of their family culture¹⁵

Competency GP: B2 Acknowledge developing cultural identity

GP:B2.1 Understand how “cultural identity” is affected by place, belonging, history and aesthetics

GP:B2.2 Understand that “cultural identity” is made up of many different individual identities¹⁶

GP:B2.3 Delineate between fore-grounded or back-grounded identity¹⁷

GP:B2.4 Reflect on their own experiences with marginality¹⁸

¹¹ **Family Culture-** How one is socialized (enculturated) according to a family’s individual culture. Since the process of enculturation to the family happens at birth, this is a person’s first experience with culture.

¹² **Cultural identity-** “Is defined as the emotional significance we attach to our sense of belonging and our affiliation with the larger culture. All individuals are socialized within a larger cultural membership group...Our cultural identities can be so impregnated that unless we encounter major cultural differences, we may not even notice the importance of our cultural membership badges...Individuals acquire their cultural group memberships via parental guidance and responses during their formative years. Furthermore physical appearance, racial traits, skin color, language usage, education, mass media, peer groups, institutional policies, and self-appraisal factors all enter into the cultural identity construction equation,” (Ting-Toomey, 1999).

¹³ For example: attitudes, ideas, ideals, and environment- and the family’s unique history and impact on sense of self.

¹⁴ One may wish to help students reflect through their own experiences and the possibility that they are developing a different cultural identity than their parents, what extent that may be supported by their parents, and how to manage the challenges when it is not.

¹⁵ Consider how this knowledge may inform their communication, conflict resolution and decision making with in the family context.

¹⁶ Example identities may include: gender, race, nationality, language, sexual orientation, religious beliefs, ethnicity.

¹⁷ To expand, fore-grounded means an individual identity that is particularly relevant to the moment (for example, identity as a “student” while at school), while back-grounded means it is still part of the whole picture but less relevant to the moment (for example, identity as a “brother” while at school).

¹⁸ **Marginalization/Marginality-** *Cultural marginality* is the experience of being different culturally. *Encapsulated marginality* is the sense of being trapped because of being different. *Constructive marginality* is the sense of being empowered because of being different, (Schaetti, retrieved 2011).

GP:B2.5 Reflect on cultural aspects of life experiences

GP:B2.6 Define the terms “cross-cultural kid¹⁹,” “third culture kid²⁰,” and “global nomad²¹”

GP:B2.7 Develop their worldview²²

GP:B2.8 Use knowledge of cultural identity to inform decisions and intercultural encounters

Standard C: Students will develop an understanding of their host country and home(s) country’s cultures.

Competency GP: C1 Engage with host country culture

GP:C1.1 Develop an awareness of their host country culture from surface culture to deep culture²³

GP:C1.2 Demonstrate awareness of cultural adjustment²⁴

¹⁹ **Cross-Cultural Kid (CCK)**- “A Cross-Cultural Kid is a person who has lived in- or meaningfully interacted with- two or more cultural environments for a significant period of time during developmental years,”(Van Reken & Bethel, 2007).

²⁰ **Third-Culture Kid (TCK)**- “Is a person who has spent a significant part of his or her developmental years outside the parents’ culture(s). Although elements from each culture are assimilated into the TCK’s life experience, the sense of belonging is in relationship to others of similar background,” (Van Reken & Bethel, 2007).

²¹ **Global Nomad**- Coined by Norma McCaig in 1984, the term is defined in the same way as TCK and used interchangeably. When distinctions are made between the two terms, “global nomad” is used to distinguish TCKs who have moved frequently during their developmental years.

²² **Worldview**- This term comes from “the German word Weltanschauung composed of Welt, 'world', and Anschauung, 'view' or 'outlook'. It is a concept fundamental to German philosophy and epistemology and refers to a *wide world perception*. Additionally, it refers to the framework of ideas and beliefs through which an individual interprets the world and interacts with it,” (Wikipedia, 2011).

²³ Example, what are the symbols, norms, and deep cultural core values and beliefs that motivate every-day behaviors?

²⁴ **Cultural Adjustment**- Adjustment is the term used to refer to the short-term or medium-term adaptive process of sojourners in their overseas assignments. *Sojourners*- individuals who have a transitional stay in a new culture as they strive to achieve their instrumental goals (be an international school student) and/or socioemotional goals (make friends with locals), (Ting-Toomey, 1999). This also includes the student’s experience with the host country in relation to their experiences with culture surprise, stress, and/or shock to help them understand the host country’s “deep culture.” **Culture shock**- “Culture shock refers to the transitional process in which an individual perceives threats to his or her well-being in a culturally new environment. Culture shock produces an identity disequilibrium state, which can bring about adaptive transformations in a newcomer on moral, affective, cognitive and behavioral levels.” (Ting-Toomey, 1999; Oberg, 1960) For the five identity stages of culture shock see Furnham (1988). For “culture surprise”, “culture stress”, and “culture shock” stages see Shaules (2010).

GP:C1.3 Actively engage in learning about local culture and language

GP:C1.4 Recognize emotional vulnerability as part of cross-cultural experience

GP:C1.5 Practice intercultural orientation²⁵

Competency GP: C2 Identify home country culture(s)

GP:C2.1 Recognize various definitions of “home”

GP:C2.2 Acknowledge that people have multiple “homes,” countries, cultures or places

GP:C2.3 Articulate their unique history and experiences

GP:C2.4 Identify diversity²⁶

GP:C2.5 Balance their unique perspective and the perspectives of others from the “home” culture with respect and intercultural sensitivity²⁷

Standard D: Students will develop a personal practice²⁸ for applying intercultural competence and bridging²⁹ successfully across cultural difference.

Competence GP: D1 Take leadership of one’s own “cultural programming”³⁰

GP:D1.1 Recognize that cultural values and beliefs may conflict

²⁵ **Intercultural Orientation-** Having the attitude and mindset to practice intercultural communication. **Intercultural Communication-** “... the study of cultural difference that really ‘make a difference’ in intercultural encounters. It is also about acquiring the conceptual tools and skills to manage such differences creatively,” (Ting-Toomey, 1999)

²⁶ **Diversity-** “Diversity refers to the rich spectrum of human variation. Diversity is otherness or those human qualities that are different from our own and outside the groups to which we belong yet present in other individuals and groups,” (Ting-Toomey, 1999).

²⁷ **Intercultural Sensitivity-** “The ability to discriminate and experience relevant cultural differences,”(Hammer M. B., 2003; Bayles, 2009). Current best practices to understand the development of intercultural sensitivity are based on the Developmental Model of Intercultural Sensitivity (DMIS – see http://en.wikipedia.org/wiki/Bennett_scale or search “DMIS intercultural” for downloadable articles in pdf). Best practices to measure the development of intercultural sensitivity include the Intercultural Development Inventory (IDI) as based on the DMIS see www.idiinventory.org

²⁸ The idea of having a “practice” to develop skill has a long tradition in the arts and athletics, obviously, and for the past 30+ years also in leadership development. The idea of having a practice to develop intercultural competence is more recent. For a model of current best practices in the field, see Schaetti, Ramsey, and Watanabe (2008).

²⁹ See www.culturaldetective.org for a tool to help build the skill of cultural bridging.

³⁰ **Cultural Programming/Enculturation-** “refers to the sustained, primary socialization process of strangers in their original home culture (or natal) wherein they have internalized their primary cultural values,” (Ting-Toomey, 1999). People can begin identifying their cultural programming by noticing their automatic reactions (for example, judgments and emotions) and default behaviors.

GP:D1.2 Be willing to disentangle from your own cultural programming³¹

GP:D1.3 Entertain the possibility of simultaneous opposing cultural “truths”

GP:D1.4 Demonstrate mindfulness³²

GP:D1.5 Articulate what it means to take an intercultural orientation to all interactions

Competence GP: D2 Be aware of the possible motivations (values and beliefs) behind someone else’s behaviors

GP:D2.1 Demonstrate an ability to describe someone’s behaviors using purely descriptive language³³.

GP:D2.2 Demonstrate an ability to describe someone’s values and beliefs using conceptual tools.

GP:D2.3 Identify ways cultural values and beliefs may motivate other people’s behavior

GP:D2.4 Be willing to ascribe positive intent to other people’s behavior

Competence GP: D3 Bridge from your own cultural values and beliefs to those you think may be in operation for the other person(s)

GP:D3.1 Refuse to take personal offense

GP:D3.2 Identify shared values

GP:D3.3 Be flexible in expressing the core dimensions of culture³⁴

GP:D3.4 Demonstrate a readiness to interact across differences³⁵ in values

GP:D3.5 Envision³⁶ a world where people automatically accept and bridge differences

³¹ Disentangling from one’s cultural programming means being able to take responsibility for one’s automatic reactions and default behaviors. The idea is that the more students can disentangle from their cultural programming, the more they can control their automatic reactions rather than be controlled by them – and the more they will be able to mindfully and creatively bridge differences with others.

³² **Mindfulness-** “Being particularly aware of our own assumptions, viewpoints, and ethnocentric tendencies in entering any unfamiliar situation,” (Ting-Toomey, 1999); *Ethnocentric-* “A perspective ‘that one’s own culture is experienced as central to reality in some way,” (Bayles, 2009; Hammer & Bennett, 2001). *Ethnorelative-* “A perspective ‘that one’s own culture is experienced in the context of other cultures,’” (Bayles, 2009; Hammer & Bennett, 2001).

³³ Consider the “D-I-E model.” It distinguishes between describing, interpreting, and evaluating. It is a natural tendency to jump right into interpreting and evaluating someone else’s behaviors, especially when we don’t like those behaviors. Intercultural competence, however, requires that we be able and willing to at least begin by being descriptive. For an easy D-I-E activity, see <http://www.intercultural.org/die.php> .

³⁴ For example if a person is a direct communicator, increasing their skills in communicating indirectly.

³⁵ This may look like a readiness to not just choose “your way or their way,” but instead to create new “both/and” ways of interacting across differences.

³⁶ “Visions provide direct support as we live and work in situations of difference,” (Schaetti, Ramsey, & Watanabe, 2008). For a facilitator guide, see Schaetti, Ramsey, & Watanabe, in Berardo and Deardoff (in press).

Standard E: Students will acquire knowledge and attitudes to manage transition effectively.

Competency GP: E1 Acquire knowledge of the transition process

GP:E1.1 Understand that transitions happen over the life span

GP:E1.2 Articulate a simple model of transition and apply it³⁷

GP:E1.3 Accept the challenges of changing countries and schools

GP:E1.4 Identify emotions throughout the transition event³⁸

GP:E1.5 Recognize the individual nature of the transition experience³⁹

GP:E1.6 Use knowledge of the transition process to enhance communication and inform decisions

Competency GP: E2 Develop healthy attitude towards transition

GP:E2.1 Recognize personal tendencies when faced with transition

GP:E2.2 Develop positive strategies for how to manage transition events

GP:E2.3 Apply positive strategies both personally and for others

GP:E2.3 Understand that transition is complex

GP:E2.4 Demonstrate “leaving” well, whether physically or in a life stage⁴⁰

³⁷ For example William Bridge’s model: 1) ending, 2) neutral zone, 3) new beginning.

³⁸ One may wish to explore the relation to theories of cross-cultural adjustment including culture surprise, stress and shock, reverse culture shock, as well as assimilation and acculturation. *Reverse or Reentry culture shock*- “Involves the realignment of one’s new identity with a once familiar home environment,” (Ting-Toomey, 1999). Expert interculturalists in this area are Martin, Martin & Herrel, and Sussman. *Assimilation*- “Individuals who attach low significance to their ethnic values or norms and tend to view themselves as members of the larger culture practice assimilation,” (Ting-Toomey, 1999). *Acculturation*- “Interculturalists have employed this term to describe the long-term change process of immigrants (or refugees) which often involves subtle change to overt change. Acculturation involves the long-term conditioning process of newcomers in integrating new values, norms, and symbols of their new culture, and developing new roles and skills to meet its demands,” (Ting-Toomey, 1999).

³⁹ Example: Different people going through the same transition event who may go through the stages of the transition at different speeds and with different emotional reactions such as two members of the same family who move at the same time to a new location.

⁴⁰ Example of leaving well is RAFT: reconciling, affirming, saying goodbye, and looking forward to the new place/lifestyle (Pollock & Van Reken, 2001).

Chapter 5

Management System

The Management System section of the International Model describes the various organizational processes and tools needed to manage a school counseling program. Just as school administrators analyze the school's data, develop action plans to meet objectives, abide by a master calendar and provide organizational activities along the way, so too must the school counseling program.

This section addresses the *when* (action plan and calendar), *why* (use of data), *who* will implement (management agreement) and *on what authority* (management agreement and advisory council) the school counseling program is delivered. In order to systematically deliver the guidance curriculum and address every student's developmental needs, the program must be effectively and efficiently managed. Clear expectations and purposeful interaction with administration, teachers, staff, parents and students result in student growth, systemic change and a school counseling program that is integrated into the total educational program. The result is "change" on the part of the student.

The organizational foundation of a school counseling program is built on systems of management, active input of an advisory council, action plans, student monitoring, use of time, calendars, use of data and a precise understanding of school counseling program and non school counseling program responsibilities.

Management Agreements

Management agreements ensure effective implementation of the delivery systems to meet student needs. The entire school counseling staff, including the administrator in charge of school counseling, must make management decisions based on schools needs and data analysis. Principals and administrators must be involved in this process.

Management system decisions and agreements must be made regarding the organization and assignment of counselors (Johnson & Johnson, 2001). This should be accomplished in consultation with the principal or school counseling administrator prior to the next step in program implementation. It is recommended that:

- The school counselors and administrator review and discuss data-driven needs for the student population and school based on data analysis.
- The school counselor decides on a plan of action to meet student needs.
- The school counselor and administrator agree on how students, guidance curriculum and services will be assigned to specific counselors.
- The school counselor produces a yearly draft of the management agreement.
- The administrator reviews the management agreement and arrives at consensus with the counselor.

Program implementation is predicated on integrating all elements of the school counseling program. Organizational plans should include consideration of the following questions:

- How will students be assigned to school counselors to ensure every student has access to the program and acquires the pre-determined competencies? For example, this could be by grade level, alpha breakdown, standards domain, academy or pathway, see any counselor or a combination.
- Will counselors choose to specialize in different areas? Who will provide responsive services while other counselors are delivering the scheduled school guidance curriculum? Will the site implement a “counselor of the day” program so there is always one school counselor available for crisis when others are delivering guidance curriculum?
- What amount of time should be spent in delivering guidance lessons, providing individual student planning, delivering responsive services, delivering responsive services, and managing system support? Who is responsible for implementation of the various services and specialty tasks?
- How will counselors be compensated for work beyond the regular work day?
- What budget is available to purchase the necessary materials and supplies to implement the program?
- What professional development is needed to support the school counselor or team’s ability to provide a comprehensive school counseling program?
- How often should the school counseling department meet as a team, with administration, with school staff and with the advisory council?
- Who determines how support services for the counseling team will be provided and organized? What role do school counseling assistants, registrars, clerks and volunteers play on the counseling team?

When school counselors and administration meet and agree on program priorities, implementation strategies and the organization of the counseling department, the entire program runs more smoothly and is more likely to produce the desired results for students.

Advisory Council

An advisory council is a representative group of persons appointed to both advise and assist the school counseling program. The advisory council reviews the program goals, competencies and results and participates in making recommendations to the school counseling department, principal and superintendent (Johnson & Johnson, 2001). Ideally, advisory council membership reflects the community’s diversity. It should include representative stakeholders: students, parents, or guardians, teachers, counselors, administrators, school board members, business and community members. The council should meet twice a year at a minimum.

Advisory council functions can vary. The area of specialization, number of years and educational program has been in existence, program size, community needs and other important items all affect the advisory council’s functions. School counselors use data to analyze overall program effectiveness and to make decisions regarding changes in program content and delivery. The advisory council members,

using their background and expertise, provide support, input and recommendations for program development and improvement throughout the process. The advisory council, therefore, can be an effective tool to help build an excellent school counseling program. Like any tool, it must be adequately maintained and used properly.

Setting up an Advisory Council

When creating an advisory council, the school counselor must consider two things: stakeholder representation and group size. The advisory council truly represents the school's stakeholders. The broader the representation on the advisory council, the more the group's work will accurately reflect the community's values, concerns, etc. Although broad representation is crucial the council's size also is an issue. It is important to create an environment that is conducive to informed, constructive discussion. A council with too many members may be ineffective. Generally, a good rule of thumb is to establish a council with a minimum of eight members and a maximum of 20 members.

The first step in forming a viable council is selecting good candidates for membership. The council must be able to function as a communications link between the school counseling program and the various groups to be served: students, parents or guardians, educators, business and the community.

Careful selection of members is critical; screening candidates is a good idea. Certainly appointing individuals with sincere interests in the counseling program is recommended. Officially invite potential members by letter to serve on the advisory council. Provide a brief explanation in the letter to indicate the amount of time that may be needed and some of the council's purposes. Also give potential members an opportunity to decline.

The advisory council chairperson should have skills in planning and conducting meetings and developing an agenda. Additionally, the chairperson should possess group facilitation skills and consistently demonstrate a positive attitude toward others.

Terms of membership include appointments to definite terms of office serving from one to three years. Provision may be made for staggered replacement so there will always be experienced members serving. When a term has expired, appoint a new council member for a new term.

The person in charge of the council calls the first meeting. Information, in detail, is provided to direct the council's purpose and goals. Along with this information, any reports, other information and data that have been previously collected are included in an information packet to each member. Setting meeting dates and times and other organizational activities should take place at the first meeting. Although the number of meetings may vary, it is suggested that the school counseling advisory council meet at least twice a year to collaborate and give input.

At the beginning of the school year, the meeting is held to present the goals and objectives along with the calendar for the school counseling program. At the end of the year, the results gained in the program during the year are shared along with recommendations for program improvement.

Set the advisory council's goals and objectives in advance of selecting advisory council members. It is the responsibility of the educational institution and the counselor involved to let the council know the directions it should take. These goals can be subject to revision as the need might rise. To ensure effectiveness, it is crucial that each advisory council meeting have a specific agenda and goals to be accomplished. Send minutes of previous meetings and an agenda of the upcoming meeting to each member several days in advance.

Use of Data

A comprehensive school counseling program is data-informed. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors can show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs, achievement and related data. The use of data:

- Concretely demonstrates accountability and progress toward goals
- Monitors student progress
- Creates an urgency for change
- Serves as a catalyst for focused action
- Engages decision makers, school leaders, school teams, etc., in data driven decision making
- Challenges existing policies, practices, attitudes and mindsets
- Exposes evidence of access and equity issues for focused advocacy and interventions
- Focuses resources, programs, interventions and strategies where they are needed most
- Supports grant proposals

(The Education Trust, 1997)

To create a data-informed school counseling program, school counselors must look at a wide variety of data from several perspectives. Through data analysis, school counselors, administrators, faculty and advisory council members are able to create a current picture of students and the school environment. This picture focuses discussion and planning around students' needs and the school counselor's role in addressing those needs.

Monitoring Student Progress

Using student and school data to monitor student progress ensures all students receive what they need to achieve school success. School counselors should be proficient in the collection, analysis and interpretation of student achievement and related data. School counselors monitor student

progress through three types of data: student-achievement data, achievement-related data, and standards-and competency-related data.

1. **Student-achievement data** – Student-achievement data measure students’ academic progress.

Student-achievement data fields include the following:

- Standardized test data
- Grade point averages
- SAT and ACT scores
- IB and AP Scores
- Graduation rate
- At or above grade/achievement level in reading, math, etc.
- Passing all classes
- Promotion rates
- Completion of specific academic programs (i.e. academic honors, university prep, etc.)

2. **Achievement-related data** – Achievement-related data measure those fields the literature has shown to be correlated to academic achievement. These data fields include the following:

- Course enrollment patterns
- Discipline referrals
- Suspension rates
- Alcohol, tobacco and other drug (ATOD) violations
- Attendance rates
- Parent or guardian involvement
- Participation in extracurricular activities
- Homework completion rates

3. **Standards and competency-related data** – This data measures student mastery of the competencies delineated in the International Model Standards. These data could include the following:

- Percentage of students with four-year plans on file in the high school.
- Percentage of students who have participated in job shadowing or internships
- Percentage of students who have set and attained academic goals
- Percentage of students who apply conflict resolution skills

4. **Disaggregate data**

To disaggregate data, school counselors separate data by variables to see if there are any groups of students who may not be doing as well as others. Although there are many variables by which data may be disaggregated, the common fields include the following:

- Gender
- Ethnicity
- Socio-economic status

- Languages spoken at Home
- English as a Second Language Instruction
- Special Education and Academic/Learning Support
- Grade Level
- Teacher(s)

5. **Program Evaluation Data** – It is critical that school counselors use data to show the school counseling program’s impact. To do this, counselors need to evaluate process, perception and results data collected immediately, intermediately and over time (Hatch & Holland, 2001).

A. **Process Data** – Process data answer the question, “What did you do for whom?” and provide evidence that an event occurred. It is information describing the way the program is conducted and, if followed, the prescribed practice (i.e., Did school counseling lessons occur in every sixth-grade class on violence prevention? How many students were affected? How many students participated in small group counseling?)

Examples of process data include:

- Held six five-session counseling groups with eight students each on anger management
- 300 sixth- to eight-grade students received bullying prevention school guidance lesson
- 250 parents or guardians attended a university evening event
- All high school students were seen individually to prepare an academic plan

B. **Perception Data** – Perception data answers the question, “What do people think they know, believe or can do?” These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved. These data are often collected through pre-post surveys, tests or presentations or role play, data, competency achievement, surveys or evaluation forms.

Examples of perception data for competency achievement include:

- 100% of students in grades 9 -12 have completed an academic plan
- 100% of sixth grade students have completed an interest inventory

Examples of perception data for knowledge gained include:

- 89% of students demonstrate knowledge of promotion retention criteria
- 92%of students can identify the early warning signs of bullying

Examples of attitudes or beliefs data include:

- 74% of students believe fighting is wrong
- 29%of students report feeling safe at school
- 78%of students know the name of their school counselor
- 90% of the parents or guardians feel they understand university entrance requirements

- 70% of eighth grade students understand the relationship between academics and careers
- C. **Results Data** – Results data answer the “so what” question. The impact of the program is documented through results data. These data show that your program has had a positive impact on students’ ability to utilize their knowledge, attitudes and skills to effect behavior change. These data are collected from myriad sources such as attendance rates, number of discipline referrals, grade-point averages, student graduation rates, etc.
- Examples of results data for behavior change include:
- Graduation rates improved by 14%
 - On time arrival at school improved among seventh grade males by 49%
 - Discipline referrals decreased by 30%
 - 89% of Middle School students participated in “School without Walls” program
 - 43% increase in the number of students who participated in after school activities
6. **Data Over Time** – To get a true picture of the impact of the school counseling program, it is important to look at data over time. Data can be collected over three different time frames: immediate, intermediate and long range.
- A. Immediate – Data that measure the immediate impact of knowledge, skills, and attitudes change as a result of counselor activity or intervention (pre-post tests on student competencies addressed in a classroom unit; four-year plan is completed).
 - B. Intermediate – Data collected to measure application of knowledge skills and attitudes over a short period of time (improved test-taking ability, improved classroom behavior after small group counseling, improved grades this quarter after homework or study skill lessons).
 - C. Long Range – School wide, year-to-year, longitudinal student impact data collected for areas such as student attendance, graduation rates and suspension data.

Data Analysis

School counselors do not have to be skilled statisticians to meaningfully analyze data. Simple percentages can create powerful pictures of what is happening in the school.

Data Management

Most of the data fields mentioned above are typically available on the students’ academic cumulative records or in the school’s computerized data system. Student databases are the most common means by which data are collected and stored. These databases enhance the school counseling program’s ability to monitor every student’s progress. Although data are important, this does not imply that school counselors are attendance clerks. Schools may employ school counseling assistants to assist in the collection and management of this information. Although data collection and analysis takes time,

the benefits for students and the school counseling program greatly outweigh these costs. Each school district should decide what is important to be monitored. The following are examples of how school counselors can find relevant data through additional tools:

Student education and career planning folders and student portfolios: These tools may be utilized by the students, parents, or guardians and teachers to document and track student progress in the attainment of competencies related to student success. They are also used to showcase student's accomplishments and achievements as related to student competencies. They may include the following documentation:

- Course selection
- Credits earned
- Involvement with activities, clubs, service learning, volunteer work
- Awards and certificates
- Assessments
- Interest inventories taken
- Letters of recommendation
- Student resume
- Work experience
- Leadership activities

New technology holds even greater promise of efficient and effective monitoring devices. Putting student information on the computer for access by parents or guardians and students, making compact discs or "credit cards" with a magnetic strip that can be accessed for monitoring purposes are only a few of the ideas some schools are exploring. As technological sophistication grows, the formerly daunting task of monitoring student progress promises to become a manageable and valuable strategy. Counselors can't monitor everything; therefore, choices must be made depending on what is most appropriate and what is available at the local site.

Student Success (Closing the Gap)

Schools are no longer judged by the accomplishments of their brightest students; they are held accountable for every student's progress (The Education Trust, 2002).

Quality teachers know that not all students learn the same way or at the same speed. Through the analysis of disaggregated data, they discover which groups of students need additional help and design interventions specifically geared toward those students' needs. For example, to help all students learn to the same high standards, teachers may create differentiated instruction, and schools may implement programs and activities designed to provide extra time and help to those students who need it. These intentional interventions are strategically designed to help every student succeed.

The ultimate goal of a school counseling program is to support the school's academic mission. Ensuring academic achievement for every student includes counselor-initiated activities designed to meet the needs of under-served, under-performing and under-represented populations. School counselors do this by examining the student academic achievement data and developing interventions designed to help students succeed. These interventions may take the form of traditional school counseling activities such as classroom presentations and individual or small group counseling. School counselors must also be advocates for students.

For example, if data show that Mrs. Smith's students still have a high percentage of discipline referrals after the classroom lesson on conflict resolution, the school counselor may decide to do an extended unit on problem solving for her class. If the data show that the discipline referrals come primarily from a group of five boys in her class who get into fights on the playground, then the counselor may decide to provide guidance curriculum based on the International Model standards, on anger management, or create an anger management group for boys.

Although traditional interventions are helpful, school counselors must also be advocates for students. As advocates, school counselors work to remove barriers that hinder academic success. They challenge school policies that don't promote student achievement or equal access to a rigorous curriculum. School counselors advocate for adequate academic support mechanism, such as tutoring classes, learning support, etc. Quality teachers, rigorous curriculum, and standards-based assignments are all variables that the literature has shown influences the achievement gap. School counselors also advocate for a school climate where access and support for rigorous preparation for every student is expected. For example, a policy that punishes tardiness with out-of-school suspension does not promote academic achievement and may need to be challenged.

The results of these interventions, designed to close the gap, can be documented with student-achievement and achievement-related data. These types of program results move school counseling from the periphery of the school's mission to a position where the educational community views it as critical to student success.

Action Plans

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the responsible counselor intends to achieve the desired result (Johnson & Johnson, 2001). Action plans are utilized with the planned school guidance curriculum and with activities to enhance student learning.

The school guidance curriculum plan consists of structured developmental lessons designed to assist students in achieving the competencies (Dahir, Sheldon & Valiga, 1998). The lessons are presented systematically in K-12 through classroom and group activities. The purpose of school guidance curriculum (as can be reviewed in the Delivery System component) is to provide all students the

knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the four domains.

As mentioned in the Use of Data section above, data will drive program decision-making. When data are analyzed for every student, school counseling program gaps and discrepancies surface, and school counselors develop closing-the-gap plans (Hatch & Holland, 2001). What gaps do the data expose, and what plans must be in place to ensure equity and access to academic achievement for every student? Once the curriculum is agreed to developmentally, it may remain largely similar year to year while the closing-the-gap activities may change from year to year based on data.

School Guidance Curriculum Action Plans

Guidance curriculum action plans contain the following:

- Domain and standard to be addressed: academic, career, persona/social and global perspective
- Student competency addressed
- Description of actual school counseling activity the school counselor or counseling team will provide
- Assurance the curriculum is provided for every student
- Title of any packaged or created curriculum that will be used
- Time for completion of activity
- Name of individual responsible for delivery
- Means of evaluating student success using pre-/ post- tests, demonstration of competency or product
- Expected result for students stated in terms of what will be demonstrated by the student
- Indication that the plan has been reviewed and signed by the administrator or guidance department head, as needed
- Means of evaluating student's success (what data will you use to show improvement?)
- Expected result for students stated in terms of what will be demonstrated by the student

Student Success Action Plans

Although the guidance curriculum is for all students, the activities address what discrepancies exist in meeting students' needs and their achievement. Each plan contains answers to the following two questions:

1. Why is this competency being addressed?
2. What data drive the need for the activity?

The student success action plans contain the following:

- Data that drive the decision to correlate with a competency

- Domain and standard to be addressed: academic, career, personal/social, and global perspective.
- Measurable student competency addressed
- Description of actual school counseling activity the school counselor or counseling team will ensure occurs
- Title any packaged or created curriculum that may be used
- Timeline for completion of activity
- Name of individual responsible for delivery.
- Indication that the closing-the-gap plans have been reviewed and signed by the administrator or counseling department head.

Use of Time

How much time should school counselors spend delivering services in each component area? New counselors are often unsure. Although some experts assert that it doesn't matter as long as you obtain results for students (Johnson & Johnson, 1997) others maintain that sticking to suggested allocated time distribution does produce the required results. In "Developing and Managing Your School Guidance Program," by Norm Gysbers and Patricia Henderson (2006), the authors encourage school counselors to work with their departments to protect their time so that 80 percent of it is spent in direct service to students, staff and families (through Guidance Curriculum, Individual Student Services and Responsive Services) and the remainder is spent in program management (also known as System Support). The following percentages (See Figure 5.1) serve as a guide to school counselors and administrators when determining the time their program needs to spend in each of the four delivery system components.

Figure 5.1 – Sample Distribution of Total School Counselor Time

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
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%

(Gysbers & Henderson, 2006, 4th edition)

The first step, for school counselors, is to understand how they currently use their time by keeping track of and documenting their daily activities. This allows school counselors and administrators to determine the amount of time currently being spent in each of the delivery system components and in non-school-counseling activities. This is especially helpful when first designing the program because it serves to answer the question of "What is" and then provides the forum for discussion of "What should be?" In schools with more than one counselor, there is often more flexibility between and among school counselors in determining how much time each may spend in the delivery of system components. Keeping in mind that the program percentages are only suggested, the individual time a certain school counselor spends in the delivery of systemic services may vary depending on needs of a school in any

given year, as well as the talents and expertise of the individual counselor. School counselors with expertise in group counseling may focus on delivering these services, while others may present more school guidance lessons. The time percentages are designed to be programmatic, not counselor specific. Counselors are encouraged to allot times based on program priorities and needs.

A conclusion may also be drawn regarding how much time is currently being spent on counseling activities versus non-counseling activities. For example, in one school, 35 percent of the high school counselors' time was being spent on activities other than school counseling. These activities included master scheduling building, clerical tasks and the containing and managing of the standardized tests. Following a presentation to administrators on the results of a time analysis, the administrators decided on, and the governing board supported, the elimination of the more clerical activities and hired school counseling assistants to help school counselors. Eliminating these activities and providing more clerical help freed school counselors to provide more direct services to students. Again, it is recommended that school counselors spend a majority of their time (8%) in direct service to students (ASCA National Model, 2005).

Recommended and Not Recommended School Counseling Program Activities

A school counseling program recommends counselors spend most of their time in direct service to students. Therefore, school counselors' duties are focused on the overall delivery of the total program through guidance curriculum, individual student planning and responsive services. A small amount of their time is devoted to indirect services called system support. Prevention education is best accomplished by implementing school guidance curriculum in the classroom and by coordinating educational program presentation such as conflict resolution and tolerance/positive community programs at school sites. Eliminate or reassign certain inappropriate program tasks, if possible, so school counselors can focus on the prevention needs of their programs. Figure 5.2 represents a comparison between the two similar types of activities and serves as a helpful teaching tool when explaining the school counseling program activities. For example, when considering discipline, counseling students who have discipline problems is the role of the school counselor while performing the disciplinary action itself is the role of the administrator.

Figure 5.2

Recommended Activities for School Counselors	Not Recommended Activities for School Counselors
Individual student academic program planning	Registration and scheduling of all new students
Interpreting cognitive, aptitude and achievement tests	Coordinating or administrating cognitive, aptitude and achievement tests
Counseling students who are tardy or absent	Responsibility for signing excuses for students who are tardy or absent
Counseling students with disciplinary problems for follow up	Performing disciplinary actions (see after discipline)
Counseling students as to appropriate school dress	Sending students home who are not appropriately

	dressed
Collaborating with teachers to present guidance lessons	Teaching classes when teachers are absent
Analyzing grade-point averages in relationship to achievement	Computing grade-point averages
Interpreting student records	Maintaining student records
Providing teachers with suggestions for better management of study halls	Supervising study halls
Ensuring that student records are maintained as per school regulations	Clerical record-keeping
Assisting the school principal with identifying and resolving student issues, needs and problems	Assisting with duties in the principal's office
Working with students to provide individual, small- and large- group counseling services	Work with one student at a time in a long term therapeutic, clinical mode
Advocating for students at individual education plan meetings, student study teams and school attendance review boards	Preparation of individual education plans, student study teams and school attendance review boards
Disaggregated data analysis	Data entry

Calendars

School counselors develop and publish a master calendar of school counseling events to ensure students, parents or guardians, teachers and administrators know what and when school counseling activities are scheduled and when and where activities will be held. Calendars also assist with planning, thus ensuring program participation.

The use of a counseling calendar aligned with the school calendar facilitates staff, parents, or guardians, student and community involvement as partners in students' education. The calendar establishes a schedule for the school and counseling program activities. As the program grows and multiple activities are developed, a calendar validates the important support the school counselor program provides students, parents or guardians, teachers and administrators. A well-developed calendar that is complete, timely and colorful can be a powerful public relations booster. Time and thought on how the calendar will be formatted, consistency in the timing and distribution methods, attractiveness of the design, color and detail produce a useful tool. An effective calendar invites others to acknowledge and participate in the school counseling program activities (Henderson & Gysbers, 1998; Johnson & Johnson, 2001; Myrick, 2003).

A school counseling program is balanced in two ways:

1. In the delivery system (i.e. school guidance curriculum, individual student planning, responsive services, and system support)
2. In the use of time spent delivering the components

Calendars can provide the following:

- Identify grade levels, dates and activities
- Be published and distributed to appropriate persons: students, staff, parents or guardians and community
- Be posted on a weekly or monthly basis
- Be utilized to allocate time for data analyses and program evaluation
- Be used when designing and determining system priorities
- Be shared with the principals as an indicator of leadership, advocacy and foresight in the school counselor's professional approach

Annual calendar

The yearly calendar is a way for school counselors to identify the school counseling program priorities and their commitment to them. Ideally, the calendar is located in several prominent places such as the department bulletin board, administrative offices, counseling department website, parent or guardian newsletters and other sites trusted to communicate school events. The student support calendar might include relevant school activities for families, such as back to school night, open house, parents or guardian-teacher meetings, standardized tests dates, parent conferences, planned school counseling classroom lessons, career or university nights, parenting skills meetings or other opportunities provided through the school and the community as well as the student support program.

Many schools provide a yearly schedule of school activities that can be coordinated with other events with all relevant dates and times noted on the student support calendar. Benefits of maintaining a calendar include the following:

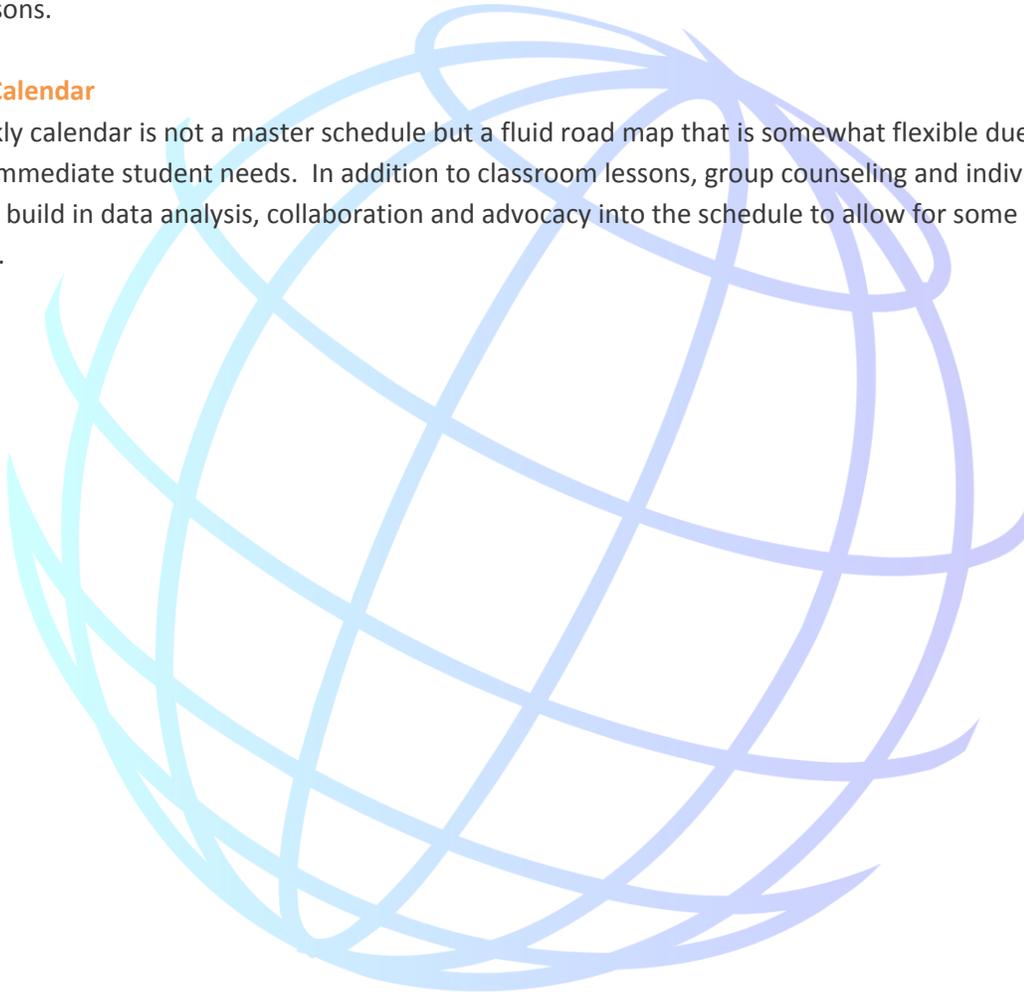
- Increases visibility of the student support program and other related educational activities
- Provides focus on events or activities of value for the students, parents, or guardians and staff
- Increases communication within the school and home about schedules and program activities
- Encourages the student, family, department and school to plan ahead for important student support functions
- Establishes an organizational pattern of highlighting and valuing student support opportunities
- Reserves the use of the facility hosting the events or activities
- Reinforces the importance of student participation in student support-related activities

Monthly Calendar

The monthly calendar is maintained and circulated to highlight the specific activities and events for each month throughout the school year and into the summer. Print the monthly calendar in a distinctive color and distribute it to all teachers for their classroom bulletin boards. Be sure to remind teachers that they are invited to participate and to encourage student participation or observance of upcoming events. Mail or email the calendar to parents or guardians as well. Schedule classroom guidance lessons on a monthly basis, such as one grade level per month for four to six lessons.

Weekly Calendar

The weekly calendar is not a master schedule but a fluid road map that is somewhat flexible due to crisis or immediate student needs. In addition to classroom lessons, group counseling and individual planning, build in data analysis, collaboration and advocacy into the schedule to allow for some flexibility.



Chapter 6

Accountability

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measureable terms. School counselors must collect and use data and link the school counseling programs to students’ academic success.

Results Data

Results data answer the “so what” question—“how are students different as a result of the program?” (Johnson & Johnson, 2001). The impact of the program is documented through results data. These data show that your program has had a positive impact on students’ ability to utilize their knowledge, attitudes and skills to effect behavior change. These data are collected from myriad sources such as attendance rates, number of discipline referrals, grade-point averages, student graduation rates, etc. The results reports serves as a tool for:

- Ensuring the program was carried out as planned
- Ensuring every student was served
- Ensuring developmentally appropriate materials were used.
- Documenting the programs immediate, intermediate and long range impact
- Analyzing the program’s effectiveness
- Sharing the program’s success
- Improving the program advocating for systemic change in the school system

The results reports for school counseling curriculum may include the following:

- The grade level served
- Lesson content areas
- Curriculum or materials used
- Process data such as the number of lessons delivered and in what subject areas
- Process data such as the number of students served
- Short term perception data such as pre-post tests of knowledge gained
- Intermediate and long term results data such as the impact on behavior, attendance and achievement
- The implications of the results on the counseling program

More information on Results Data can be found in Chapter 5.

Impact of the International School Counseling Program Over Time

Comparing data over time offers long-term information reflecting trends in student improvement or areas of concern, which become concentration areas for improvement (Johnson & Johnson, 2001). By

reviewing this information, international school counselors can review data trends in all domain areas: academic, career, personal/social, and global perspective. It gives the counseling staff a tool to review overall student progress and provides a review of the comprehensive program for the school site. This is the main goal of the results report (see above).

The information in the international school profile is extremely valuable for all school counseling personnel. Collecting these data at the beginning creates a baseline from which to measure program results. Yearly updates assess both program progress and impact. The information reveals areas of strength and weakness and growth or loss in overall program success. It is also a convenient tool for sharing systemic change, programmatic successes, and needs.

International School Counselor Performance Standards

School counselor performance standards align with the International Model and contain basic standards of practice expected from counselors. Personnel delivering the counseling program are evaluated in the areas of (1) program implementation, (2) evaluation and (3) professionalism. Too often, school counselors are evaluated using an instrument designed for teachers or resource professionals. These school counselor standards accurately reflect the unique training of school counselors and their responsibilities within the school system. Although used for performance evaluation, the standards are also an important tool in the school counselor's own self-evaluation and will help focus personal and professional development plans. It is suggested that counselors and administrators work within their individual systems to design appropriate evaluation and/or appraisal tools that meet the school's policies. It is recommended that administrators evaluate school counselors every year. An evaluation should include individual comments as well as a rating system or rubric for how well the counselor is meeting required performance standards.

There are 13 standards:

1. Program evaluation
2. School guidance curriculum delivered to all students
3. Individual student planning
4. Responsive services
5. Systems support
6. School counselor and administrator agreement
7. Advisory council
8. Use of data
9. Student monitoring
10. Use of time and calendar
11. Results evaluation
12. Program audit
13. Infusing themes

Below is a sample of how a performance evaluation can look. For a reprint able version of these documents, please see the website www.aassa.com

Sample 1

International School Counselor Performance Appraisal

School Counselor Name _____ Today's Date: _____

Evaluator Name: _____ Position: _____

Directions:

- For each of the performance standards, rate the counselor using the following scale:

0	1	2	3
<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>

- Also, include any relevant comments for each of the thirteen standards and for the school counselor's overall performance.

Description	Rating
Standard 1: The international school counselor plans, organizes and delivers the school counseling program.	
1.1 A program is designed to meet the needs of the school.	
1.2 The counselor demonstrates interpersonal relationships with students.	
1.3 The counselor demonstrates positive interpersonal relationships with educational staff.	
1.4 The counselor demonstrates positive interpersonal relationships with parents or guardians.	
Comments:	
Standard 2: The international school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	
2.1 The counselor teaches school guidance units effectively.	
2.2 The counselor develops materials and instructional strategies to meet student needs and school goals.	
2.3 The counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.	
Comments:	
Standard 3: The international school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.	
3.1 The counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.	

Description	Rating
3.2 The counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	
Comments:	
Standard 4: The international school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.	
4.1 The counselor counsels individual students and small groups of students with identified needs and concerns.	
4.2 The counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.	
4.3 The counselor implements an effective referral process with administrators, teachers and other school personnel.	
Comments:	
Standard 5: The international school counselor provides system support through effective school counseling program management and support for other educational programs.	
5.1 The counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.	
5.2 The counselor provides support for other school programs.	
Comments:	
Standard 6: The international school counselor discusses the counseling department management system and the program action plans with the school administrator.	
6.1 The counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.	
6.2 The counselor discusses the program results anticipated when implementing the action plans for the school year.	
Comments:	
Standard 7: The international school counselor is responsible for establishing and convening an advisory council for the school counseling program.	
7.1 The counselor meets with the advisory committee.	
7.2 The counselor reviews the school counseling program audit with the council.	
7.3 The counselor records meeting information.	

Description	Rating
Comments:	
Standard 8: The international school counselor collects and analyzes data to guide program direction and emphasis.	
8.1 The counselor uses school data to make decisions regarding student choice of classes and special programs.	
8.2 The counselor uses data from the counseling program to make decisions regarding program revisions.	
8.3 The counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.	
8.4 The counselor understands and uses data to establish goals and activities to ensure student success.	
Comments:	
Standard 9: The international school counselor monitors the students on a regular basis as they progress in school.	
9.1 The counselor is accountable for monitoring every student's progress.	
9.2 The counselor implements monitoring systems appropriate to the individual school.	
9.3 The counselor develops appropriate interventions for students as needed and monitors their progress.	
Comments:	
Standard 10: The international school counselor uses time and calendars to implement an efficient program.	
10.1 The counselor uses a master calendar to plan activities throughout the year.	
10.2 The counselor distributes the master calendar to parents or guardians, staff and students.	
10.3 The counselor posts a weekly or monthly calendar.	
10.4 The counselor analyzes time spent providing direct service to students.	
Comments:	
Standard 11: The international school counselor develops a results evaluation for the program.	
11.1 The counselor measures results attained from school guidance curriculum and student success activities.	
11.2 The counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.	

Description	Rating
11.3 The counselor knows how to collect process, perception and results data.	
Comments:	
Standard 12: The international school counselor conducts a yearly program audit.	
12.1 The counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.	
12.2 The counselor shares the results of the program audit with the advisory council.	
12.3 The counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.	
Comments:	
Standard 13: The international school counselor is a student advocate, leader, collaborator and a systems change agent.	
13.1 The counselor promotes academic success of every student.	
13.2 The counselor promotes equity and access for every student.	
13.3 The counselor takes a leadership role within the counseling department, the school setting and the community.	
13.4 The counselor understands reform issues and works to close the achievement gap.	
13.5 The counselor collaborates with teachers, parents and the community to promote academic success of students.	
13.6 The counselor builds effective teams by encouraging collaboration among all school staff.	
13.7 The counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.	
TOTAL SCORE	
AVERAGE SCORE	

Overall Performance Comments by Evaluator:

Comments by School Counselor:

For more examples please visit the website www.aassa.com

The Program Audit

The program audit is used to assess the school counseling program in comparison with the International Model for School Counseling Programs. Audits serve to set the standard for the school counseling program. Audits are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results, strengths and weaknesses are determined, and goals are created for the following school year.

Once completed the audit indicates implementation areas that will be improved or enhanced. The program audit provides evidence of the program’s alignment with the International Model. The primary purpose is to guide future actions within the program.

Program Audit Sample

Below is the International Model Program Audit. School counselors evaluate each criterion based on the following suggested considerations:

None: meaning not in place

In progress: perhaps begun, but not completed

Completed: but perhaps not as yet implemented

Not applicable: for situations where the criterion does not apply

Program Audit					
The program audit is used to assess the school counseling program in comparison with International Model for School Counseling Programs. Audits serve to set the standard for the school counseling program. Audits are first performed when a school counseling program is being designed and then yearly to appraise the progress of the program development. Using the findings of both program implementation and results, strengths and weaknesses are determined, and goals are created for the following school year.					
FOUNDATION					
I. BELIEFS AND PHILOSOPHY					
The philosophy is a set of principles that guides the development, implementation and evaluation of the school counseling program.					
CRITERIA	None	In Progress	Completed	Implemented	N/A
1.1 A statement of philosophy has been written for the school counseling program					
1.2 Indicates an agreed-upon belief system about the ability of every student to					

achieve					
1.3 Addresses every student's right to a school counseling program					
1.4 Includes a plan of student success activities for underserved student populations					
1.5 Focus is on primary prevention, intervention and student-developmental needs					
1.6 Identifies the persons to be involved in the delivery of program activities					
1.7 Identifies who will plan and who will manage the program					
1.8 Defines how the program will be evaluated and by whom					
1.9 Includes ethical guidelines and standards					
1.10 The statement of philosophy has been presented to and accepted by administration, counselors and the advisory council					
II. MISSION OF SCHOOL COUNSELING PROGRAM					
The mission articulates the intentionality of the school counseling program. It represents the immediate and long-range impact (i.e. what is desired for every student five to ten years after graduation).					
CRITERIA	None	In Progress	Completed	Implemented	N/A
2.1 A mission statement has been written for the school counseling program					
2.2 Written with the student as the primary client					

2.3 Written for every student					
2.4 Indicates the content or competencies to be learned					
2.5 Links with the vision, purpose and mission of the state, district and the school					
2.6 Indicates the long-range results desired for all students					
2.7 The mission statement has been presented to and accepted by administration, counselors, advisory council and school board.					
III. DOMAINS AND GOALS					
Goals are the extension of the mission and focus on the results students will achieve by the time each student leaves the school system. The International Standards domain areas serve as the foundational goals for the school counseling program: academic, career, personal/social development, and global perspective. The International Standards provide a structure for the definition of goals related to competencies.					
CRITERIA	None	In Progress	Completed	Implemented	N/A
3.1 Goals have been written for the school counseling program					
3.2 Reflect the domains in the International Standards for School Counseling Programs					
3.3 Identifies a framework for organization of goals and competencies (knowledge, attitudes and skills)					
3.4 Identifies the developmental structure for the school counseling program from K-12 (and beyond) and what will be measured					

3.5 Goals have been presented to and accepted by administration, counselors and the advisory council					
IV. INTERNATIONAL STANDARD/COMPETENCIES					
<p>Competencies are knowledge, attitudes or skills that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling programs. They are developed and organized into content areas.</p>					
CRITERIA	None	In Progress	Completed	Implemented	N/A
4.1 Student competencies have been written that directly relate to the domains: (academic, career, personal/social, global perspective)					
4.2 Developmentally appropriate student competencies are specified for each grade-level grouping					
4.3 Selected competencies are based on assessment of student needs and are measurable or observable					
4.4 Goals demonstrate the link with the school counseling program mission, the school's mission and expected student results					
4.5 Written student competencies have been presented to and accepted by the administration, counselors and the school counseling advisory council					

DELIVERY SYSTEM					
V. GUIDANCE CURRICULUM					
<p>Consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities, K-12. The purpose of the guidance curriculum is to provide all students with the knowledge and skills appropriate to their developmental level. The curriculum is organized to help students acquire, develop and demonstrate competencies within the four domains: academic, career, personal/social and global perspective.</p>					
CRITERIA	None	In Progress	Completed	Implemented	N/A
5.1 Guidance curriculum for all four domains has been written and adopted based on a schools needs.					
5.2 All students receive, in a systemic way, the content to acquire knowledge, attitudes and skills to enhance their academic, career, personal/social and global perspective development.					
5.3 Content is measurable (by pre-post tests, product creation or other methods)					
5.4 Materials, equipment and facilities are available to support the program delivery.					
5.5 Effectiveness of curriculum is evaluated annually					
5.6 The school counseling curriculum has been presented to and accepted by administration, counselors, and the school counseling advisory council					

VI. INDIVIDUAL STUDENT PLANNING					
Individual student planning consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.					
CRITERIA	None	In Progress	Completed	Implemented	N/A
6.1 There is a systemic approach to helping students make appropriate education plans.					
6.2 There is a systemic approach to helping students understand themselves through interpretation of standardized and individual tests					
6.3 A tool exists at the secondary level to assist students in making appropriate educational plans (i.e. six-year plan)					
6.4 Individual student planning includes: individual appraisal, individual advisement and appropriate student placement					
6.5 Accurate, appropriate and effective printed material is distributed to support the individual planning efforts of student and their parents					
6.6 The tools used for educational planning have been presented to the board					

VII. RESPONSIVE SERVICES

Responsive services within the school counseling program consist of activities to meet the immediate need of students. These needs or concerns require counseling, consultation, referral, peer mediation or information.

CRITERIA	None	In Progress	Completed	Implemented	N/A
7.1 Every student K-12 receives prevention education to address life choices in academic, career, personal/social, and global perspective development					
7.2 Students are assisted in solving immediate problems that interfere with their academic, career, personal/social and global perspective development (i.e. conflict resolution, peer mediation)					
7.3 There is a systemic and consistent provision for the referral of students who exhibit barriers to learning					
7.4 Responsive services include: <ul style="list-style-type: none"> • Individual and small-group counseling • Crisis counseling • Peer facilitation • Consultation/collaboration • Referral system 					
7.5 A system is in place to ensure intervention for identified students.					

VIII. SYSTEM SUPPORT					
System support consists of management activities that establish, maintain and enhance the total counseling program.					
CRITERIA	None	In Progress	Completed	Implemented	N/A
8.1 System support services have been created collaboratively with counselors and administrators					
8.2 Counselors provide professional development to staff regarding the school counseling program					
8.3 Counselors participate in professional development activities					
8.4 Counselors serve on departmental curriculum committees, or advisory councils					
MANAGEMENT SYSTEM					
The management system is the process by which accountability for results is established and indicates who will be responsible for which students acquiring predetermined competencies.					
IX. SCHOOL COUNSELOR / ADMINISTRATOR AGREEMENTS					
Agreements are statements of responsibility by each counselor specifying the results and students the counselor is accountable for. These agreements are negotiated with and approved by the designated administrator.					
CRITERIA	None	In Progress	Completed	Implemented	N/A
9.0 There is a clear division between assumed accountability for results and assigned duties					
9.1 The expected results are clearly delineated					
9.2 Counselors and administrators agree on assignments of counselors					

9.3 Counselors have decided how to distribute caseload and access to students – alpha assignments, domain specialization, grade level, random, counselor of the day, etc.					
X. ADVISORY COUNCIL					
An advisory council is a group of persons appointed to review the program audit, goals and results reports of the school counseling program and to make recommendations to the school counseling department, principal and/or the superintendent. The membership has representation of groups affected by the school counseling program: student, parents, teachers, counselors, administrators and community.					
CRITERIA	None	In Progress	Completed	Implemented	N/A
10.1 An advisory council has been organized and has established meeting dates and has identified tasks					
10.2 The advisory council has appropriate representative membership					
10.3 The advisory council meets at least twice a year					
10.4 The advisory panel reviews the guidance program audit, a summary of the program results reports and makes appropriate recommendations					
XI. USE OF DATA and STUDENT MONITORING					
Analysis of data drives the program. Monitoring students’ progress ensures each student acquires the identified competencies. Monitoring may be systemic by district or specific to school site, grade, class or individual, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.					
CRITERIA	None	In Progress	Completed	Implemented	N/A
11.1 School-specific data on student achievement are collected and disaggregated					

11.2 School-specific data on achievement related data are collected and disaggregated					
11.3 Standards and competency-related data are collected and disaggregated					
11.4 Counselors are accountable for monitoring the progress of every student					
11.5 There is an established means to monitor students' progress in guidance-related competencies, including academic achievement					
11.6 Each student has a means to document his/her own progress, knows where documentation is kept and how to access documentation					
11.7 Monitoring activities are determined by district, school site and grade level and are assessed over time					
XII. USE OF DATA AND STUDENT SUCCESS					
<p>Analysis of data drives the program. The needs surface when program and individual data are analyzed monitoring equity and access to rigorous academic programs for every student. Monitoring of individual progress reveals interventions may be needed to support the student in achieving academic success. Data are necessary to determine: Where are we now? Where should we be? Where are we going to go? Needs are identified discrepancies between the desired results and the results currently being achieved.</p>					
CRITERIA	None	In Progress	Completed	Implemented	N/A
12.1 The data are disaggregated by variables such as gender, ethnicity and grade level.					
12.2 The data are systemically analyzed to determine where students					

are and where they ought to be					
12.3 The identified discrepancies are aligned with the International Standards					
12.4 The identified needs become sources for the determination of student success					
XIII. ACTION PLANS					
<p>For every competency taught or result anticipated by counselors, there must be a plan of how the responsible counselor intends to achieve the desired competency or result. Each plan contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data driving the decision to address this competency; 4) time activity is to be completed; 5) who is responsible for delivery; 6) the means of evaluating student success – process, perception or results data; and 7) the expected result for student(s).</p>					
CRITERIA	None	In Progress	Completed	Implemented	N/A
13.0 Action plans are drafted by the counseling team during a planning meeting					
13.1 Student success plans are drafted by the counseling team at a planning meeting					
13.2 The action plans are consistent with the program’s goals and competencies					
13.3 Action plans address every aspect of the program and the academic, career, personal/social and global perspective domains					
13.4 Plans include 1) the domain, standard and competency addressed; 2) description of actual activity					

and curriculum used; 3) curriculum or materials to be used; 4) time activity is to be completed; 5) who is responsible for delivery; 6) means of evaluating student success i.e. process or outcome data; and 7) the expected result for student(s).					
13.5 Results are stated in terms of what will be demonstrated by the student					
13.6 Every student is included in the results					
13.7 Counselors have identified specific results that they are accountable for					
13.8 Plans have been reviewed and signed by the administrator					
13.9 Action plans and student success plans are completed in the spring for the next year and signed by the counselor and principal					
13.10 There are written action plans on file with the administration in charge of the school counseling program					
XIV. USE OF TIME/CALENDAR					
A master calendar of events is developed and published to effectively plan and promote the school counseling program. To maximize active participation in the program, the calendar provides students, parents, teachers and administrators with knowledge of what is scheduled and the location and time indicating when and where activities will be held.					
CRITERIA	None	In Progress	Completed	Implemented	N/A

14.1 The counselor’s total time spent in each component of the delivery system has been compared to the International Model recommendations (see Use of Time).					
14.2 The time study is conducted and analyzed along with the program results to determine delivery system priorities.					
14.3 A list of appropriate system support services (i.e. counseling/noncounseling activities) has been created.					
14.4 The approved list of counseling/non-counseling activities has been approved by the board					
14.5 Master calendar exists					
14.6 The master calendar identifies grade level(s), dates and activities					
14.7 Master calendar is published and distributed to appropriate persons: students, staff, parents and community					
14.8 The counselor’s weekly/monthly schedule is posted					

ACCOUNTABILITY
XV. RESULTS REPORT

For every competency or result assumed by counselors, there must be a plan of how the responsible counselor intends to achieve the desired competency or result. Each results report contains 1) the domain, standard and competency addressed; 2) description of actual activity and curriculum used; 3) the data that drove the decision to address this competency; 4) when it was completed; 5) who was responsible for delivery; 6) the means used to evaluate student success – process or outcome data; and 7) the final result for student(s).

CRITERIA	None	In Progress	Completed	Implemented	N/A
15.1 There is an established timeline for reporting evidence of the results obtained					
15.2 Every student is included in the results					
15.3 The administrator responsible for the school counseling program has been actively involved in the negotiation of the results agreement					
15.4 A results form for the collection of results data is written and accepted by administration and school counselors.					
15.5 A results form for the collection of data from activities is accepted by the administrators and the counselors					
15.6 There is a results agreement addressing every aspect of the program and the academic, career and personal/social domains					
15.7 Process data are collected					
15.8 Perception data is collected which measures knowledge, attitudes and skills (i.e. pre-post tests; activity completed)					
15.9 Results data is collected and disaggregated measuring behaviors (i.e. graduation rates, attendance, behavior,					

academic achievement data over time)					
15.10 Immediate, intermediate and long-range data are collected and reviewed					
15.10 Results are reported to administrators, counselors and the school board					
15.11 Results are analyzed and used to improve the program in subsequent years.					
XVI. COUNSELOR PERFORMANCE EVALUATION					
The school counselor's performance standards used for evaluation contain basic standards of practice expected of school counselors implementing a comprehensive school counseling program. These performance standards serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.					
CRITERIA	None	In Progress	Completed	Implemented	N/A
16.1 Is written to assess the school counselor's ability to understand and implement the foundation of the comprehensive school counseling program based on International Standards					
16.2 Is written to assess the counselor's ability to implement the delivery system (i.e. guidance curriculum, individual planning with students, responsive services, system support)					
16.3 Is written to assess the counselor's ability to manage the school counseling program					
16.4 Is written to assess the school counselor's ability to					

measure the results of the program					
16.5 Is written to assess the counselor's use professional communication within the school community					
16.6 Is written to determine the school counselor's fulfillment of professional growth responsibilities (i.e. use of data, technology and ethical standards)					
16.7 Is written to assess the school counselor's ability to be a leader, student advocate and systems change agent.					
XVII. PROGRAM AUDIT					
The program audit provides evidence of the program's alignment with the International Model. The primary purpose for collecting information is to guide future actions within the program and to improve future results for students.					
CRITERIA	None	In Progress	Completed	Implemented	N/A
17.1 The program is audited annually					
17.2 The audit aligns with and includes all program components					
17.3 The results of the audit are shared in the spring and drive the program training and behavior for the following year					
17.4 A written long-range plan for the improvement of the school counseling program is published and revised each year					
17.5 The school counseling program has been approved by the school district's board					

of education					
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Glossary

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

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

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

Advisory council: An advisory council is a representation of all elements of the school and community appointed to audit the school counseling program goals and to make recommendations to the department, the administration and the school board regarding program priorities.

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

Appraisal: Evaluation instrument containing competencies, indicators and descriptors.

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

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

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

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

Competencies: Define the specific knowledge, attitudes and skills students should obtain.

Comprehensive international school counseling program: An integral part of the school educational program that helps every student acquire the skills, knowledge and attitudes in the areas of academic,

career, personal/social and global perspective development that promotes academic achievement and meets developmental needs in the international school context.

Consultation: A process of sharing information and ideas.

Cooperation: Working in conjunction with others in a supportive way.

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

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

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

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

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

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

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

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

Foundation: Includes the beliefs, philosophies, mission, domains and the International Standards and competencies.

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

Guidance curriculum: This component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systemically through classroom and group activities K-12.

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

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

Leadership: capacity to guide others; counselors use their leadership skills in their department and their advocacy role.

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

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

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

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

Not recommended school counseling activities: Any activity or duty not related to the development, implementation, or evaluation of the counseling program.

Perception data: These data measure what students observe or perceive, knowledge gained, attitudes and beliefs held or competencies achieved.

Performance appraisal: assessment of agreed-upon goals, contributions to the school counseling program, and personal and professional characteristics. Specifies contract status recommendations and indicates summative evaluation of school counselor effectiveness.

Performance evaluation: auditing the level of guidance and counseling program implementation and status.

Personal/social development: maximizing each student's individual growth and social maturity in the areas of person management and social interaction.

Philosophy: a set of principles guiding the development, implementation and evaluation of the program.

Process data: method of evaluation using figures, such as numbers of students served, group and classroom visits, to show the activities, rather than the results from the activities.

Professionalism: counselors adhere to ethical, legal and professional standards developed by the international school counseling groups (i.e. OACAC, NACA, ASCA).

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

Program audit: assessment of the school counseling program on the component of the International Model; the primary purpose for collecting information is to guide future action within the program and to improve future results for students.

Program management: activities that develop monitor and evaluate the implementation of the comprehensive school counseling program.

Regional Education Associations: These associations have been created and are supported by the U.S. State Department, Office of Overseas Schools to provide American-sponsored overseas schools with a variety of educational services, including professional development opportunities, textbook and material purchasing, the recruitment of teachers and administrators, etc. The associations include the following:

- Association of American Schools in South America (**AASSA**)
- The Association of American Schools in Central America, Columbia, the Caribbean and Mexico (**Tri-Association**)
- Association of International Schools in Africa (**AISA**)
- The Central and Eastern European Schools Association (**CEESA**)
- East Asia Regional Council of Overseas Schools (**EARCOS**)
- The European Council of International Schools (**ECIS**)
- The Mediterranean Association of International Schools (**MAIS**)
- Near East South Asia Council of Overseas Schools (**NESA**)

Responsive services: activities that meet students', parents' and teachers' immediate need for referral, consultation or information.

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

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

Results reports: written presentation of the outcomes of counseling program activities; contains process, perception and outcome data.

Standards: the International Model addresses four types of standards. They are content standards, program standards, performance standards and ethical standards. Standards are statements of what should be done in each area.

Student success: a broad term for student achievement.

Student Success (Closing the gap): Refers to the difference in achievement levels generally between high and low achieving students.

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

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

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

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