THE KANSAS COMPREHENSIVE

SCHOOL COUNSELING PROGRAM

Leadership and support for student learning

Kansas state department of Education

Career, Standards and Assessment Services

September,2014

KANSAS STATE BOARD OF EDUCATION

Kansas Board of Education
Kansas State Department of Education
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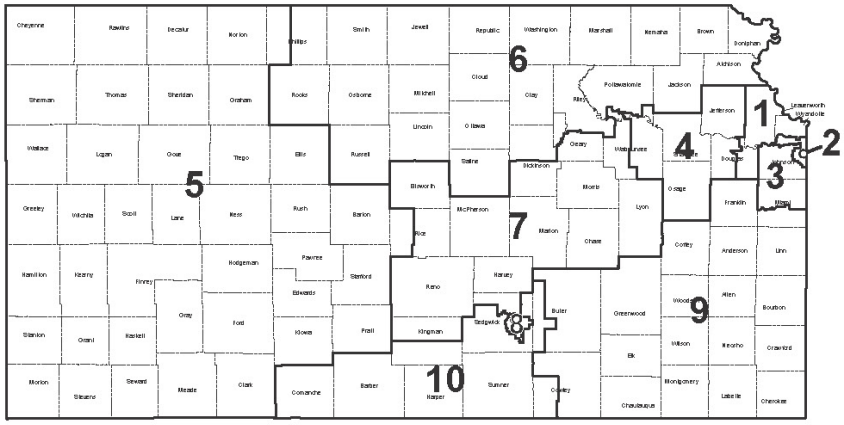
The mission of the Kansas State Board of Education is to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents. To accomplish this mission the State Board has identified five goals. They are as follows:

- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Promote and encourage best practices for early childhood programs.
- Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy makers.

Adopted Mar. 2013



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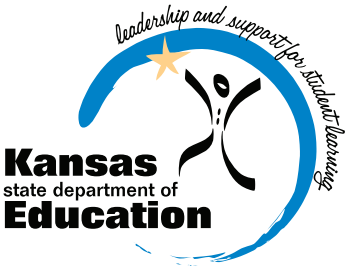

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Effective school counseling programs impact thousands of Kansas students each year. Such vital programs, an integral part of each school's educational program, must be designed to address the individual needs of students in their pursuit of successful school experiences.

The state of Kansas believes that every individual student needs to have the academic preparation, cognitive preparation, technical skills and employability skills to be successful in postsecondary education, or the workforce, without remediation. The school counselor plays a key role in that goal to have students leave our system college and career ready.

Research has demonstrated that, in order to provide maximum program benefits that will positively affect all students, school counselors must implement comprehensive developmental guidance programs. Additionally, and in light of, the Kansas Multi-Tier System of Supports (MTSS), the role of the school counselor is more important than ever. As MTSS becomes embedded in the fabric of every school, the counselor's ability to assist any student who is struggling, academically or behaviorally, is crucial to ensure every student achieves to high standards.

The Kansas Comprehensive School Counseling Program provides administrators and counselors with guidelines for implementation and accountability as they deliver the best possible services to students, parents/guardians, and the community. Thank you for everything you do to ensure that the needs of every child in Kansas are met.

Sincerely,

Mr. Brad Neuenswander
Interim Kansas Commissioner of Education
Kansas State Department of Education

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Core Beliefs

- All students have dignity and worth.
- All students can achieve and be successful.
- Students learn best in a respectful and safe school environment.
- All students benefit from an effective school counseling program.
- Student learning, achievement, and development are maximized by participation in a comprehensive school counseling program that is planned, managed, implemented, and evaluated by professional school counselors.
- Professional school counselors are leaders, advocates, and collaborators who create equitable access to rigorous curriculum and opportunities for student learning, growth, and development.
- Professional school counselors use data to inform the development of the school counseling program to promote student leaning and achievement.
- Professional school counselors adhere to the ASCA Ethical Standards for Professional School Counselors.
- School counseling programs are student centered.
- School counseling programs address the personal/social, academic, and career development of all students.
- School counseling programs are integral to the mission of schools and contribute to students' learning and development and college and career readiness.
- School counseling programs help to foster a positive school climate by encouraging collaboration with teachers, administrators, parents, and the community to facilitate students' learning and achievement.

Mission of Kansas School Counseling Programs

The mission of school counseling programs in Kansas is to facilitate, support, and enhance all students' learning; academic development, social-emotional development, career development, and college and career readiness. This is accomplished by providing all students with comprehensive school counseling programs that are integral to the mission of schools. In collaboration with teachers, administrators, parents, and the community, professional school counselors will help all students to be successful lifelong learners and problem solvers.

Vision of Kansas School Counseling Programs

Professional school counselors in Kansas are dedicated and committed to empowering all students to achieve academic success, personal and social growth, and college and career readiness. Through comprehensive school counseling programs, professional school counselors working collaboratively with teachers, administrators, parents, and the community, foster and facilitate an environment characterized by educational excellence in which all students are well prepared to be lifelong learners and productive citizens.

Purpose

The Kansas Comprehensive School Counseling Program (KCSCP) provides a model to guide and assist school administrators and counselors in the implementation of comprehensive and accountable school counseling programs, based upon the American School Counselor Association National Model (ASCA: *http://www.schoolcounselor.org*) and documented national and state standards the Kansas Program is a model considered to be "best practice" for the profession. The term "school counseling program" means an articulated, sequential K-12 program that is comprehensive in scope, preventive in design, developmental in nature, driven by data and integral to a school district's curricula and instructional program. The Kansas School Counseling Program has been designed to reflect a comprehensive approach to program foundation, delivery, management, and accountability. The KCSCP provides a system that encourages and promotes each student's academic, career and social/emotional development in preparation for the challenges of the 21st century. The KSCCP will help lead administrators and professional school counselors toward a more comprehensive, data-driven, and accountable school counseling program that will empower every Kansas student to be college-career ready.

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling program, driven by student data and based on standards in academic, career and social/emotional development, promote and enhance the learning process for all students.[1]

The ASCA National Model and the KCSCP:

- ensure equitable access to a rigorous education for all students
- identify the knowledge and skills all students will acquire as a result of the k-12 comprehensive school counseling program
- are delivered to all students in a systematic fashion
- are based on data-driven decision making
- are provided by a state-credentialed school counselor

Effective school counseling programs are a collaborative effort between the counselor, parents and other educators to create an environment that promotes student achievement, values and responds to diversity and ensures equitable access to opportunities and rigorous curriculum for all students.

1 ASCA National Model, page XIII, Third Edition, 2012.

The ASCA National Model Themes[2]

Advocacy

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

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

Leadership

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

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

Collaboration

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

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

Systemic Change

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

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

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

Administrator Guidelines

The following guidelines have been provided to help Kansas school administrators implement the Kansas Comprehensive School Counseling Program.

I. **A qualified professional school counselor**, licensed by the State Board of Education, who works collaboratively with students, teachers, support staff, and administrators **shall direct the program** and provide services and instruction in support of the curricular goals of each attendance center.

   a. The professional school counselor shall be the member of the attendance center instructional team with special expertise in identifying resources and technologies to support teaching and learning. **The primary role of the professional school counselor is to support the academic, career and social-emotional missions of the school.**

   b. **The professional school counselor and classroom teachers should collaborate to develop, teach and evaluate attendance center curricular goals with emphasis on the following:**

II. Sequentially presented curriculum, programs and responsive services that facilitate and support the learning, growth and development of all students; and

III. Attainment of students' competencies in the academic, career and social-emotional domains.

IV. "School counseling program" means an articulated sequential kindergarten through 12th grade program that is comprehensive in scope, preventive in design, developmental in nature, driven by data and integral to the USD's curricula and instructional program and that enhances and supports student learning and achievement. **The program is implemented by a professional school counselor**, appropriately licensed by the State Board of Education.

V. Licensed Professional School Counselor: the most effective means for implementing a comprehensive school counseling program is to have a licensed professional school counselor for every 250 students (ASCA recommendation).[3] In Kansas the current ratio is 1:452.[4]

VI. The program's delivery system components shall include the following:

   a. Direct Services

      i. School counseling core curriculum;

      ii. Individual student planning;

      iii. Responsive services;

   b. Indirect Services

      i. Referral

      ii. Consultation

      iii. Collaboration

VII. The program shall regularly be reviewed and revised and shall be designed to provide all of the following:

   a. **Curriculum that is embedded throughout the USD's overall curriculum** and systematically delivered by the professional school counselor in collaboration with instructional staff through classroom and group activities and that consists of structured lessons to help students achieve desired competencies and to provide all students with the knowledge and skills appropriate for their developmental levels;

   b. **Individual student planning** through ongoing systemic activities designed to help students establish educational, career and social/emotional goals to develop future plans. For grades 8 through 12 this includes an Individual Plan of Study (IPS); and

   c. **Responsive services through intervention and curriculum** that meet students' immediate and future needs as occasioned by events and conditions in students' lives and that may require any of the following:

      i. Individual or group counseling;

      ii. Consultation with parents, teachers and other educators;

      iii. Crisis response;

      iv. These services are available to all students and may be initiated by student, parent, teacher or counselor.

3 American School Counselor Association (*www.schoolcounselor.org*), 2014.
4 KSDE Field Survey, 2013.

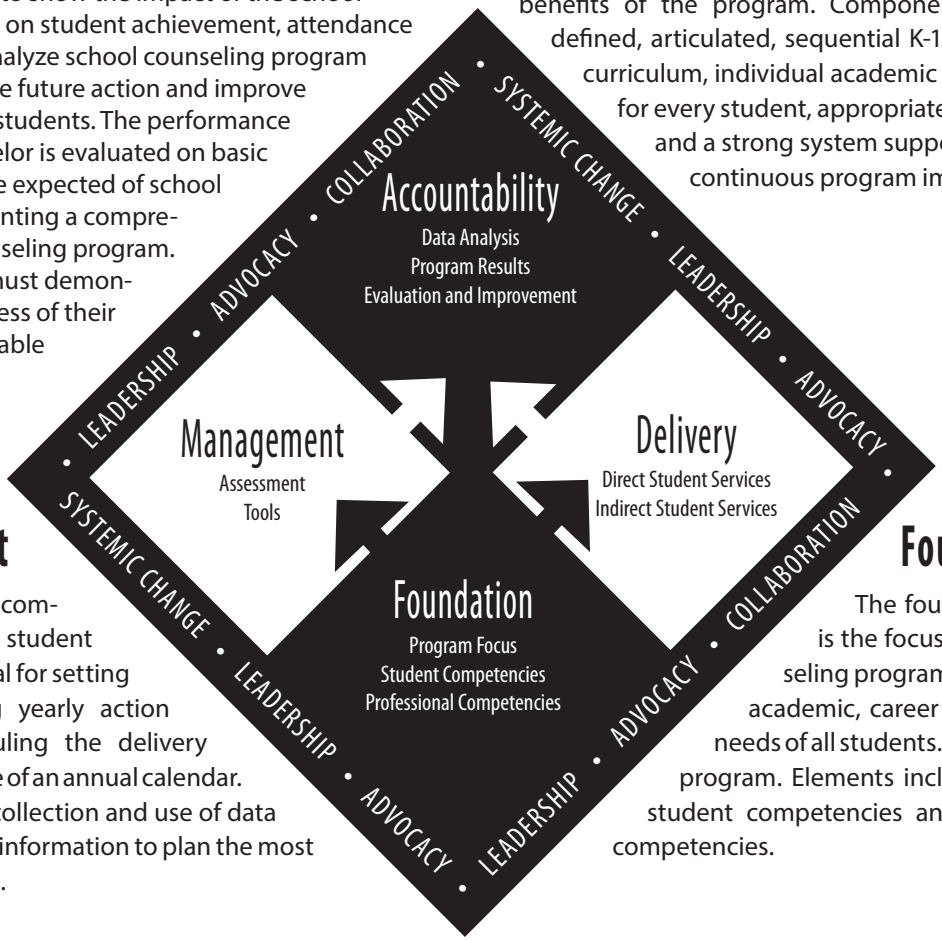
ASCA National Model: A Framework for School Counseling Programs[5]

Accountability

The accountability component addresses program effectiveness to answer the question, "How are students different because of the school counseling program?" School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program. School counselors must demonstrate the effectiveness of their programs in measurable terms.

Delivery System

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



Management

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

Foundation

The foundation component is the focus of the school counseling program and is based on the academic, career and personal/social needs of all students. It is the "what" of the program. Elements include program focus, student competencies and school counselor competencies.

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

Program Focus[6]

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

BELIEFS

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

VISION

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

MISSION

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

PROGRAM GOALS

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

Student Competencies

ASCA and Kansas Student Standards

The ASCA Student Standards (*www.ASCANationalModel.org*) and the Kansas Model School Counseling Standards (*http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/ContentAreaM-Z/SchoolCounseling.aspx*) identify the attitudes, knowledge, and skills that students should be able to demonstrate as a result of participating in their school counseling program. By using these standards, professional school counselors can determine which strategies, activities and curriculum to use to help students achieve their highest potential. Professional school counselors also use the standards to assess student growth and development. These standards are organized in three broad domains to promote behaviors that enhance the learning process: academic; career; and social/emotional development. Standards for each domain provide guidance and direction for professional school counselor in the development of effective school counseling programs. Student competencies define the specific knowledge, attitudes and skills students should attain. Indicators demonstrate skill acquisitions.

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

Professional Competencies

ASCA School Counselor Competencies outline the knowledge, attitudes, and skills counselors need to positively impact student achievement and to ensure their students are college-career-citizen ready. Kansas has adopted Professional Licensure Standards that can be found in the Kansas Regulations and Standards Handbook located at: (*http://www.ksde.org/Portals/0/TLA/Licensure/Licensure%20Documents/CertHandbook8-2011%20FINAL.pdf* (see "School Counselor" on page 192).

ASCA Ethical Standards for Professional School Counselors (*www.schoolcounselor.org/ethics*) are norms, standards and accepted practices for the school counseling profession.

Managing Program Tools and Assessments[7]

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

Professional School Counselor Competencies Assessment:	The Professional School Counselor Competencies Assessment helps professional school counselors assess the attitudes, skills, and knowledge necessary to do their job. (See page 148, ASCA National Model Framework for School Counseling Programs.)
Professional School Counselor Program Assessment:	The Professional School Counselor Program Assessment helps professional school counselors self-evaluate their program with the ASCA National Model. (See page 59, ASCA National Model Framework for School Counseling Programs.)
Use-of -Time Assessment:	The Use-of-Time Assessment helps the professional school counselor know how much time is spent in each program component of their local model. It is recommended professional school counselors spend 80% of their time in direct and indirect service to students. The remaining 20% of their time is for program management.
Annual Agreement:	Annual agreements outline the organization and focus of the school counseling program and are made between each school counselor and their administrator. These agreements ensure formal discussion between the school counselor and administrator about the alignment of the school counseling program goals with the goals of the school. Each school counselor develops an annual agreement with the administrator.
School Data Profile:	The school data profile template can be used to organize and disaggregate data, particularly if the school's student information system does not produce reports in a disaggregated format.
Advisory Council:	An advisory council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program. The council meets at least twice a year and maintains an agenda and minutes for each meeting.
Program Results Data:	This data demonstrates whether or not a school counseling program has attained its goals and how students are different as a result of the program. Process data answers the question, "What did you do for whom?" Perception data answers the question, "What do people think they know or believe they can do?" Outcome data show the impact of the program and answers the question, "So what?"
Action Plans:	Action plans are used to address school counseling curriculum, small groups and closing the gap(s) activities.
Lesson Plans:	To successfully deliver classroom lessons related to the school counseling core curriculum, the importance of lesson planning cannot be overstated. School counselors have limited time to spend in the classrooms, and it is imperative to give enough time and thought about what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of the competencies will be evaluated.
Calendars:	Master and weekly calendars developed and published to ensure that stakeholders know what is scheduled and that planned activities are accomplished.

7 Adapted from the ASCA National Model: A Framework for School Counseling Programs. 3rd ed. (2012)

Use of Data

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

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

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

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

Data and School Counseling[8]

Regarding data, Kansas professional school counselors are encouraged to:

- Be proficient in collecting, interpreting and analyzing data;
- Become aware of all the sources of data available; and
- Be able to show how intentional counseling interventions affect their students.

There are essentially three types of data the school counselors may collect:

- Process data
  - **What you did for whom**
  - Evidence that the event occurred; how the activity was conducted
  - **This would be what the counselor DID, not what the student got**
    - Examples:
      - Counselor delivers 3 lessons on bullying to every class, K-4
      - HS counselor meets every student on caseload for enrollment
      - 5 students participated in motivation group facilitated by counselor
- Perception data
  - **What do people think they know, believe or can do?**
  - Measures competency achieved, knowledge gained or attitudes/beliefs of students
  - Measures what students are perceived to have gained in knowledge
    - Examples:
      - After bullying lesson, 98% of students reported that they knew the signs of bullying, strategies to combat bullying, and school consequences for bullying
      - 100% of motivation group felt that they would be able to do well for the upcoming quarter

8 Adapted from Dr. Sharon Sevier, Chair of the Board, American School Counselor Association, Rockwood R-VI School District, Lafayette High School, Missouri; Data and Advocacy: A Step by Step Approach. 2014.

- Outcome data
  - Answers *"So what?"* and *"Have we reached our outcome?"*
    - Hard data
    - Application data
    - Demonstrates the program has/has not positively impacted the student's ability to ***utilize*** the knowledge, attitudes, skills to affect the behavior
  - Outcomes data can be:
    - Immediate (pre/post)
      - Example: *"Before the bullying lessons there were 50 cases of bullying; after the lessons, there were only 10 cases."*
    - Intermediate (quarter/semester/year)
      - Example: *"100% of the motivation group raised their quarter GPA."*
    - Long-range (showing impact over time, i.e. CORE data)
      - Example: *"Students who had individual course advisement sessions with their counselor showed a 5% increase in graduation rate."*
  - Value of outcomes-based counseling:
    - Demonstrates impact over time of the program
    - Is connected to standards
    - Decisions are based on data-driven needs of the students, site, district
    - Focus is on learning from the data, not being evaluated by the data
    - Great coaching opportunities; peer consultation; teamwork
    - Great advocacy tool
    - Bottom line … it's good for the students

Delivery of Services[9]

The delivery system is the "how" of the implementation process. The delivery system consists of direct and indirect student services. It is recommended that 80% of the school counselor's time be spent in direct and indirect student services.

Delivery System Components

WHAT	ELEMENTS AND STRATEGIES	WHOM	HOW
Direct Student Services	**School Counseling Core Curriculum** • Instruction • Group Activities **Individual Student Planning** • Appraisal • Advisement **Responsive Services** • Counseling • Crisis Response	**All students** DATA-DRIVEN **Identified Students**	**Interactions with Students** • Large groups • Classrooms • Small Groups • Individually
Indirect Student Services	• Referrals • Consultation • Collaboration	**All students** DATA-DRIVEN **Identified Students**	**Interactions with Others**

9 Adapted from Gysbers, N.C. & Henderson, P. (2012) Developing and Managing Your School Counseling Program (5th ed.) Alexandria, VA: American Counseling Association. (ASCA Model 3rd ed.)

DIRECT STUDENT SERVICES[10]

Direct student services are in-person interactions between professional school counselors and students. Through the direct services component of school counseling core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, skills and attitudes that promote academic, career and social-emotional development.

School Counseling Core Curriculum

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

Individual Student Planning

Individual student planning consists of ongoing systemic activities designed to help students establish personal goals and develop future plans such as individual plans of study. School counselors use these activities to help all students plan, monitor and manage their own learning.

For grades 8th through 12th the State Board highly recommends the use of Individual Plans of Study (*http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/CSASHome/IndividualPlansofStudy(IPS)-Student.aspx*).

Responsive Services

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

INDIRECT STUDENT SERVICES

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

Referrals

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

Consultation

Professional school counselors share strategies that support student achievement with parents, teachers, other educators and community organizations through consultation. School counselors also serve as student advocates to promote academic, career and social-emotional development through this strategy. School counselors use consultation to receive information on student needs and to identify strategies that promote student achievement.

Collaboration

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

10 Adapted from Gysbers, N.C. & Henderson, P. (2012) Developing and Managing Your School Counseling Program (5th ed.) Alexandria, VA: American Counseling Association. (ASCA Model 3rd ed.)

Examples of Interdependent Competencies of the Kansas Comprehensive School Counseling Model

ELEMENTARY

ACADEMIC DEVELOPMENT SKILLS	CAREER DEVELOPMENT SKILLS	SOCIAL/EMOTIONAL SKILLS
• Articulate competence and confidence as a learner • Identify attitudes and behaviors that lead to successful learning • Apply time and task management skills • Demonstrate ability to work independently as well as cooperatively with other students • Apply study skills for academic success	• Develop awareness of personal abilities, skills, interests and motivations • Learn to make decisions and set goals • Understand the relationship between educational achievement and career success • Learn to work cooperatively as a team member • Develop vocational interests	• Recognize, accept, respect and appreciate individual differences • Use effective communication skills • Know how to apply conflict resolution skills • Apply effective problem-solving skills to make safe choices • Demonstrates social, emotional and character development competencies or skills

MIDDLE SCHOOL

ACADEMIC DEVELOPMENT SKILLS	CAREER DEVELOPMENT SKILLS	SOCIAL/EMOTIONAL SKILLS
• Implement Individual Plans of Study • Demonstrate dependability, productivity and initiative • Learn and apply critical thinking skills • Use knowledge of learning styles to positively influence school performance • Establish challenging academic goals • Use assessment results in educational planning • Seek co-curricular and community experiences to enhance learning experiences	• Acquire employability skills such as working on a team, problem-solving and organizational skills (SECD) • Use technology to access career-planning information • Demonstrate awareness of education and training needed to achieve career goals • Select course work that is related to career interests • Use employability (SECD) and job readiness skills in extended learning experiences • Develop an Individual Plan to set and achieve realistic goals	• Identify personal strengths and assets • Develop an Individual Plan to set and achieve realistic goals • Learn techniques for managing stress and conflict • Differentiate between situations requiring adult/professional help • Learn about emotional and physical dangers of substance use and abuse • Demonstrates social, emotional and character development competencies or skills

HIGH SCHOOL

ACADEMIC DEVELOPMENT SKILLS	CAREER DEVELOPMENT SKILLS	SOCIAL/EMOTIONAL SKILLS
• Review and revise Individual Plans of Study • Become a self-directed and independent learner • Identify post-secondary options consistent with interests, achievement, aptitudes and abilities • Demonstrate the ability to balance school, extracurricular and leisure time • Seek co-curricular and community experiences to enhance learning experiences	• Apply decision-making skills to career planning, course selection and career transitions • Understand that the changing workplace requires lifelong learning and the acquisition of new skills • Apply academic and employment readiness skills in work-based learning situations such as internships • Select course work that is related to career interests	• Identify alternative ways of achieving goals • Use persistence acquiring knowledge and skills • Learn coping skills for managing life events • Learn about the relationship among rules, laws, safety and the protection of an individual's rights • Expand social-emotional learning opportunities to real world situations (SECD)

Kansas Individual Plan of Study

Background

On May 11, 2010, the Kansas State Board of Education (KSBE) approved 11 Career and Technical Education policy initiatives aimed at ensuring college and career readiness among all students. Included in these was an initiative directly addressing individual plans of study, and declaring that **the state would** "Require every Kansas student, beginning in middle-level or junior high school, to utilize a personalized college career plan of study throughout his/her school experience."

On July 1, 2012, this initiative gained momentum when Senate Bill No. 155 became law. The Bill established that "The state board of education shall conduct a study of, or contract for the study of, the implementation of requiring each district to maintain an individual career plan of study for each pupil enrolled in the district in grades eight through 12." The Bill defines individual career plan of study as ***"a proposed individualized coherent sequence of classes focused on a career pathway that will enable seamless transition into a postsecondary program."***

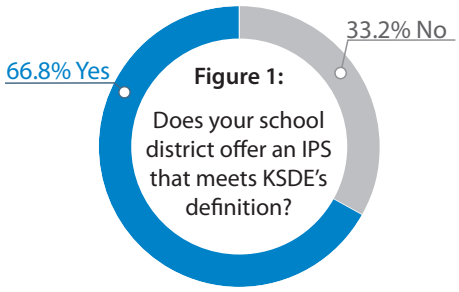
Considering the actions of both the KSBE and the Kansas Senate, the Kansas State Department of Education has worked over the last several years to address each of the initiatives as well as SB 155 – including portions addressing individual plans of study – by providing ongoing professional learning and support to districts, schools, and educators responsible for implementation. Likewise, in an attempt to satisfy the stipulations of SB 155, KSDE administered three surveys to the field in order to examine the current state of Kansas districts' implementation of individual plans of study.

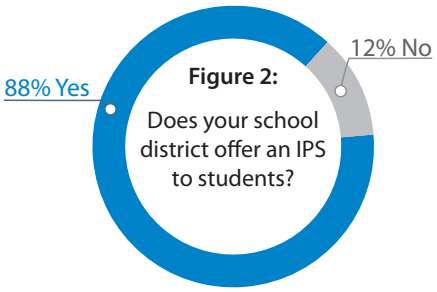
Field Survey Results

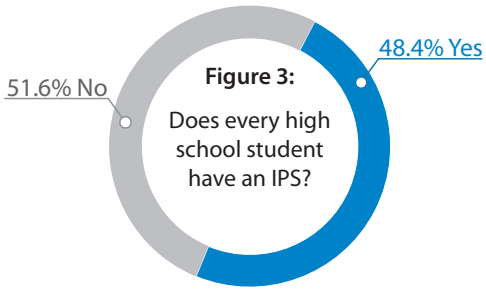
The Kansas State Department of Education has administered three voluntary field surveys in an attempt to gain greater insight about districts' use of individual plans of study. Questions on the survey addressed the stage of implementation as well as how plans are developed and used within a district. Respondents also reported whether students in their district or school currently have access to a licensed (professional) school counselor.

269 districts responded to the survey, which constitute 94 percent of all Kansas districts. The graphics below represent findings based on survey results from all responding districts.

As shown in Figures 1, 2 and 3 below, 66.8 percent of responding districts in Kansas offer individual plans of study to students as identified by KSDE, 88.0 percent of responding districts in Kansas offer some type of individual plans of study, and 48.4 percent of responding districts report that all high school students currently have an individual plan of study.







Recommendation

Considering the directives put forth in the 2013 Board-adopted initiatives and SB 155, in addition to the field survey findings, the Kansas State Department of Education strongly recommends that all districts implement individual plans of study for students in grades 8 through 12 for the following reasons:

1. Individual plans of study should be considered a "best practice" for districts, as they can help all Kansas students obtain a suitable vision of their path toward college and career readiness, and will address the gap between the percentage of students enrolling and the percentage of students earning credit during their first year of enrollment in 2-year and 4-year postsecondary institutions.
2. Individual plans of study are addressed as part of the "Career Awareness and Guidance" criteria in the current draft version of Kansas' new accreditation model.
3. The Kansas State Department of Education can provide support to educators, as well as to vendors of student information systems to ensure that individual plans of study are implemented in ways that will be cost-effective and not unreasonably taxing to students or educators.

Kansas College and Career Ready Definition[11]

"College and Career Ready "means an individual has the …

- academic preparation,
- cognitive preparation,
- technical skills, and
- employability skills

… to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation. Kansas professional school counselors are instrumental in attaining this goal for all students.

In Kansas, the Common Core State Standards, known here as Kansas College and Career Ready Standards (KCCRS), are a critical part of our state's plan to support teachers as they prepare all students for success in college and career. These education standards provide a clear set of shared goals and expectations for the knowledge and skills in English language arts and mathematics that will help our students succeed.

11 Adopted by State Board of Education: December, 2012

Multi-Tier System of Supports (MTSS) and School Counseling

A Multi-Tier System of Supports (MTSS) is a term used in Kansas to describe how schools go about providing supports for each child in their building to be successful and the processes and tools teachers use to make decisions.

Definition

MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each Kansas student to achieve to high standards.

Focus

The focus of MTSS is system level change across the classroom, school, district and state.

Core Beliefs:

- Every child learns and achieves to high standards.
- Learning includes academic and social competencies.
- Every member of the learning community continues to grow, learn and reflect.
- Every leader at all levels is responsible for every child.
- Change is intentional, coherent and dynamic.

To Achieve these Beliefs:

- Every child will be provided a rigorous and research-based curriculum
- Every child will be provided effective and relentless teaching
- Interventions will be provided at the earliest identification of need
- Policy will be based on evidence-based practice
- Every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice
- Resources will be intentionally designed and redesigned to match student needs
- Every leader will be responsible for planning, implementing and evaluating
- Academic and behavioral data will be used to inform instructional decisions
- Educators, families and community members will be part of the fundamental practice of effective problem-solving and instructional decision making
- An empowering culture will be enhanced/developed that creates collective responsibility for student success

Resources

Kansas schools are encouraged to adopt the Multi-Tiered System of Support as a framework for their school counseling program. The following resources will help achieve that:

Kansas MTSS Web Page (*http://www.kansasmtss.org*)

Specific links that will assist Kansas school counselors include:

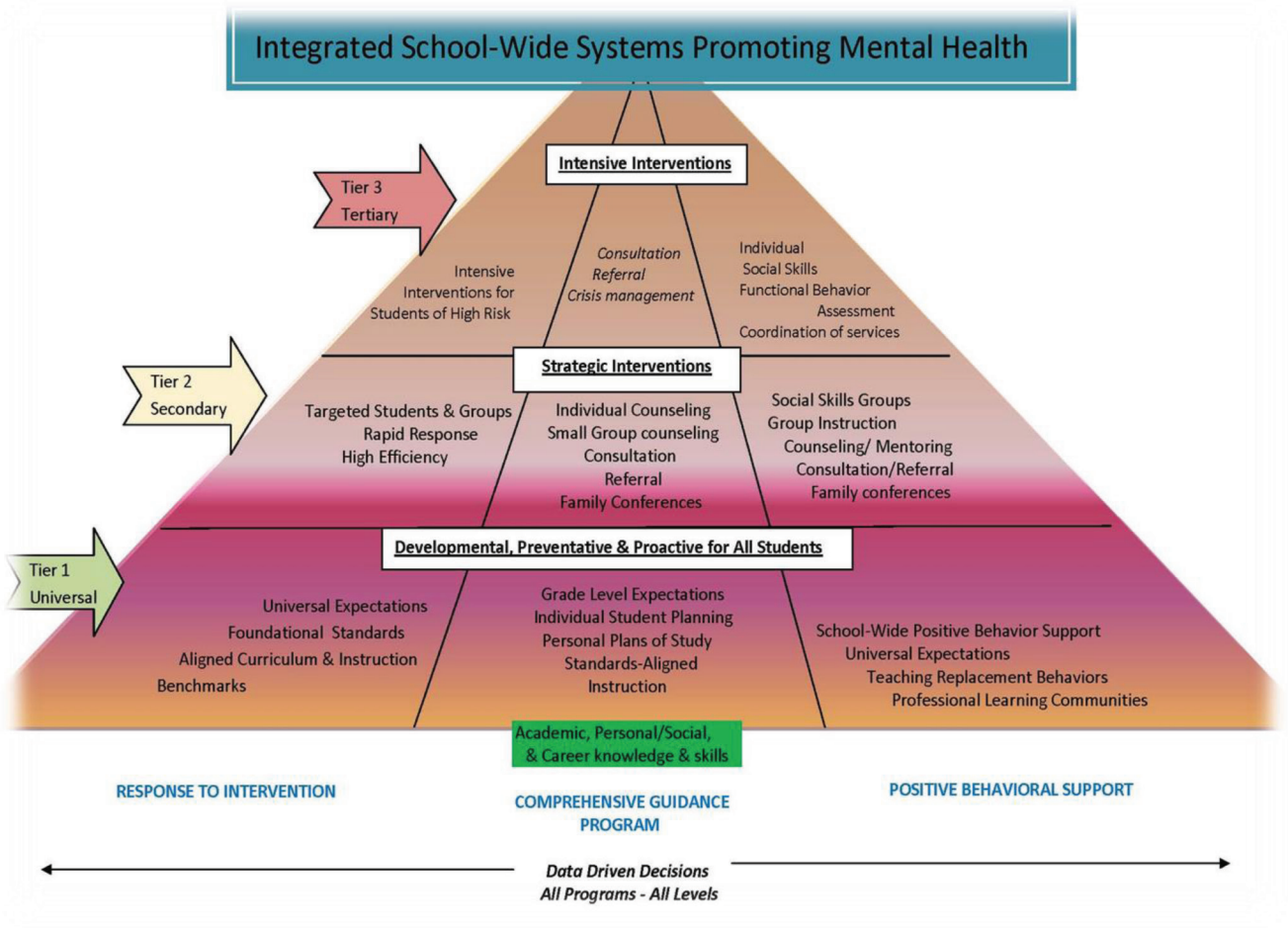
- Positive Behavior Interventions & Supports (*http://www.pbis.org*)
- Association for Positive Behavioral Support (*http://www.apbs.org*)
- Midwest Symposium for Leadership in Behavior Disorders (*http://www.mslbd.org*)

Kansas Technical Assistance System Network (http://www.ksdetasn.org)

The KSDE Technical Assistance System Network (TASN) provides a hub for professional learning and technical assistance for schools, educators and families in Kansas. TASN's goal is to effectively support Kansas districts' systematic implementation of evidenced-based practices resulting in improved results for children in Kansas. Through the TASN website upcoming professional learning opportunities can be located in addition to book studies and numerous resources.

Missouri Model of Intervention[12]

The Missouri School Counselor Association and the Missouri Department of Elementary and Secondary Education have developed an excellent example of a school counseling pyramid of intervention that aligns the ASCA Model, Response to Intervention (our MTSS) and Positive Behavioral Supports.



12 Missouri School Counselor Association, Missouri Comprehensive Guidance & Counseling Program Manual, Section IX, Comprehensive School Counseling and RtI.

School Counseling Program Benefits

Benefits for Students

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

Benefits for Parents/Guardians

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

Benefits for Teachers

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

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission
- Aligns with the 21st Century Accreditation Model
- Aligns with the Rose Standards
- Supports school culture and climate
- Aligns with College and Career Readiness
- Aligns with existing state standards
- Provides a proactive counseling curriculum that supports student achievement
- Monitors data for enhancing school climate, culture and student achievement

Benefits for School Counselors

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

Benefits for Post-Secondary Education

- Supports access and equity for all students
- Enhances articulation and transition to post-secondary institutions
- Reduces the need for remediation of incoming students; supports rigorous academic preparation
- Motivates every student to seek a wide range of post-secondary options

Benefits for Community, Business, Labor, and Industry

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

Glossary[13]

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

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

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

Advisory Council: An advisory council is a representation of as many elements of the school and community appointed to audit the school 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 academic, career, and social-emotional 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 (closing the gap).

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

AP Tests: Advanced placement tests that support academic rigor and provide high school and concurrent college credit. Examples include College Board AP, International Baccalaureate and Cambridge. See the AP sub-topic on the following link: (*http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/ContentAreaM-Z/SchoolCounseling/SchoolCounselingResources.aspx*)

Articulation: A process for coordinating the linking of two or more educational systems within a community (i.e. dual/concurrent credit).

ASCA: American School Counselor Association (*http://www.schoolcounselor.org*).

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

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

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

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

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

Career Development: The necessary skills and attitudes for successful transition from school to work or post-secondary training or education. See also KSDE's Career Technical Education.

Career Interest Inventory: An assessment that measures work related interests. Also known as an Interest Profiler Assessment (*http://www.ksde.org/Home/QuickLinks/CareerInterestInventory.aspx*).

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

13 Adapted from ASCA National Model: A Framework for School Counseling Programs, 3rd ed. (2012)

Glossary

Career Technical Education: For several decades, Career and Technical Education (CTE) has been evolving. No longer offering only traditional vocational education, CTE now offers a diverse range of subjects and career fields, including a number of science, technology, engineering, and mathematics (STEM) subjects. In addition, the distinction between CTE and academic programs is slowly disintegrating as integrating academic content into CTE has become a national education priority.

CTE has become an indispensable lever for improving students' college and career readiness. CTE plays a powerful role in preventing students from dropping out and provides a variety of opportunities for postsecondary success and employment, including pathways to a bachelor's degree. CTE also can help all students achieve the objectives of the Kansas College and Career Ready Standards (KCCRS) through authentic, applied learning experiences. In short, CTE is a crucial change agent for the success of improving outcomes for all students.

In Kansas secondary schools, 36 Career Pathways are offered, spanning across all 16 Career Clusters.

Check out the: Kansas Career Clusters & Pathways Model. The KSDE CTE home page is located at: (*http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/CSASHome/CareerTechnicalEducation(CTE).aspx*).

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

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

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

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

Comprehensive School Counseling Program: An integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the area of academic, career and personal/social development that promote academic achievement and meet developmental needs.

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

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

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

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

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

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

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

Foundation: Includes the beliefs, philosophies, missions, domains and state and national 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: The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities.

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

Glossary

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

In 2012 the State Board "highly recommended" that all students in grades 8-12 have an individual plan of study. The IPS is not only a product, but also a process (concentrated effort) to explore career opportunities that are available and to examine the type of training and aptitudes necessary for any selected career path.

With career exploration and careful completion of the IPS components, students should be well on their way to making insightful and purposeful decisions about career goals. The IPS is designed to contain student assessments/inventories that reflect his/her abilities, individual interests, and both academic strengths and weaknesses.

It should:

1. state the students' current career goals and intended postsecondary training;
2. contain a current comprehensive 6 year educational plan based on the Kansas Career Clusters Model and Programs of Study, grades 8 through 14;
3. and include any other information that will assist the student in preparing a resume.

For more information on IPS see:
http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/CSASHome/IndividualPlansofStudy(IPS)-Student.aspx

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

KSCA: Kansas School Counselor Association (*http://www.kssca.com*).

KSDE: Kansas State Department of Education (*www.ksde.org*).

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

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

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

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

NAEP Tests: National Assessment of Educational Progress assessment (*http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/CSASHome/Assessments/NationalAssessmentofEducationProgress(NAEP).aspx*)

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

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

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

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

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

Professional School Counselor: A licensed school counselor; in Kansas this requires a master's degree in school counseling or the completion of a parallel pathway with an approved higher education program.

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

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

Responsive Services: Activities designed to meet students' immediate needs and concerns. This component is available to all students and may be initiated by students, teachers or parents or by school counselors after a review of data. They are designed to help students resolve academic, career, and social-emotional issues.

Glossary

Results: Demonstration of learning, performance, or behavioral change after guidance and counseling program participation; also known as outcomes.

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

School Counseling Program Assessment: An overall assessment of the school counseling program in comparison to ASCA's National Model for School Counseling Programs; it is initiated when the program is being designed and then evaluated on a bi-annual basis.

School Counseling Standards: Statements of what should be done in each domain. The ASCA National Model addresses four types of standards: content standards, program standards, performance standards and ethical standards. The Kansas School Counseling Student Standards are located at: *http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/ContentAreaM-Z/SchoolCounseling.aspx*

Social-Emotional Development: Maximizing each student's individual growth and social maturity in the areas of personal management and social interaction. See Social-Emotional Character Development Standards.

Social-Emotional Character Development (SECD) Standards: The purpose of the Social, Emotional, and Character Development Standards is to provide schools a framework for integrating social-emotional learning (SEL) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, vocational and personal success. It is about learning to be caring and civil, to make healthy decisions, to problem solve effectively, to value excellence, to be respectful and responsible, to be good citizens and to be empathetic and ethical individuals. Kansas was the first state to combine social-emotional learning and character development into a sequential set of expectations. SECD standards are available at: *http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/ContentAreaM-Z/SchoolCounseling/Social,Emotional,andCharacterDevelopment.aspx*.

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

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

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