



Implementing a Comprehensive and Developmental School Counselling Program



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Foreword

This manual is written to help school counsellors and other educators develop a school counselling program which is comprehensive and developmental: comprehensive in that the program provides an array of services, interventions and activities which meet the needs of all students; and developmental in that these services, interventions and activities are tailored to the learning characteristics of the students for whom they are intended.

Two terms, “school counselling” and “school guidance”, will be used throughout this document. Since all educators provide guidance to their students, the term “school guidance” applies to the total school program and includes the academic program, the methods and resource program, the library program, the school counselling program, and any other program found within the school’s parameters. The term “school counselling” is used to recognize the program that school counsellors deliver. The school counselling program is focussed on the overall development of students, and is composed of curricular activities, large-and small-group information sessions and a variety of services such as counselling, consultation and referral. School counsellors with professional counsellor education have specialized competencies developed in graduate courses to deliver the program. Typically, other educators do not possess counselling competencies.

One of the goals of a school counselling program is to enhance and promote student learning. Students who are experiencing such emotional traumas as relationship difficulties, personal and/or family crisis are not in the best mental state to engage in classroom learning. Often, classroom teachers do not have the skill nor the time to help such students. School counsellors help to enhance and promote student learning when students feel that their concerns are being listened to and understood, and when they receive help to overcome and move beyond such issues. When students feel such support and help, they are able to cope with the learning demands of the classroom.

School counsellors need to engage in program development and improvement. Such professional activities help to establish credibility and make a tangible contribution to the total school program. Counsellors involved in program development are perceived by students, teachers and parents/guardians as professionals who are helpers and a resource for their use. Specifically, program development helps to ensure that the needs of all students are being met.

John Schmidt (1999) summed up the importance of school counsellors taking an active role in promoting their presence in the educational community:

The future of school counselling as a profession depends on the ability of counsellors to become an integral part of the school setting while maintaining their unique role and contribution to student welfare and development. To accomplish this goal, effective counsellors identify their role; select appropriate functions; plan programs of services for students, parents/guardians, and teachers; . . . strengthen their professional development; and evaluate their effectiveness in schools. (p. 26).

At the end of this document are three appendices. Appendix A provides a number of useful documents that give the reader more information about comprehensive and developmental school counselling programming. Appendix B offers a number of forms which will facilitate the planning and implementing of a school counselling program. In Appendix C, the reader will find a needs assessment instrument, as well as other forms for summarizing the results of the needs assessment. Further, forms which can be used to assess the school counselling program are included. As a final note, it may be necessary for a school to adapt these forms to reflect the local school practice.

The Department of Education acknowledges, with appreciation, Dr. John Stewart, University of New Brunswick, who developed this resource. Special thanks are extended to the many dedicated counselors and district office staff who gave their time, energy and input.

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From Service to Program

Introduction

Several decades ago school guidance was viewed as a service to students with the focus on the position of the counsellor. Student Services departments were common in schools and provided an array of services, including course selection, school orientation, counselling, testing, consultation and referral. All students, teachers and parents/guardians had to do was to ask for them.

Research during the 70s and 80s demonstrated that students tended to view guidance services as being available only for those who had personal and social difficulties or were in trouble with the school administration. Consequently, only a minority of the school population took advantage of the services. In addition, many counsellors viewed themselves as therapists, dealing only with such areas as personal-social adjustment and offering responses to crisis situations. Such counsellors were heavily influenced by the mental health approach to school guidance.

Recently, school counselling has been conceptualized as a program with broad implications for all students. **The primary goal of a school counselling program is to enhance and promote student learning** through three broad and inter-related domains:

- academic development
- career development
- personal/social development

Within these domains, comprehensive and developmental school counselling programs describe “activities and services that are designed to help students focus on the attainment of knowledge and skills for developing healthy life goals and acquiring the behaviours to reach these goals” (Schmidt, 1999, 31).

School Counselling Programs

School counselling programs are characterized by a number of distinctive features.

Program characteristics

- stated student outcomes/competencies from K to grade 12
- curricular activities to help students achieve these outcomes
- professionally trained personnel with a clear role definition
- materials and resources – human/financial/political to support the program
- assessment procedures which are identifiable and quantifiable

Developmental curricular activities

- planned with consideration of students' learning characteristics
- implemented in a regular and sequential fashion
- focussed on achievable student outcomes

Services

- comprehensive in range, including information, consultation, assessment, counselling, referral, grade placement, follow-up
- encompass three areas: academic development; career development and personal and social development

Team approach

- involvement of all school staff: administrators, teachers, counsellors
- consultation among administrators, teachers, parents/guardians and students
- administrative and district support for program

Program Assumptions

A school counselling program is based on the assumptions that it will

- serve all students at all education levels
- help students function effectively within groups
- help develop and promote students' individuality
- assist students in their personal, social, career and educational development
- provide developmental as well as preventive and remedial services
- provide consultation and co-ordination services to teachers, parents/guardians, administration, and community personnel who work with students
- be both an integral part and an independent component of the total school program
- be continuously refined through systematic planning, designing, implementing and evaluation

Program Structure

The school counselling program has four components.

Guidance Curriculum

The curriculum contains the knowledge and skills students need to function effectively in the world. It consists of **stated student outcomes** and **structured activities** to deliver the outcomes in classroom and/or small group settings. The curriculum is grounded in the assumptions that

- individual development is a continuous and sequential process
- the stage of development is influenced by the individual's perceptions, level of complexity of their conceptualizations, and the rate and direction of their development
- positive developmental changes are potential steps toward the achievement of higher-level goals
- the developmental learning process moves from a beginning level of awareness and differentiation, to conceptualizing relationships and meanings, to the highest level of behaving consistently and effectively by both personal and societal standards

In New Brunswick, the following program documents contain suggested curriculum activities to deliver the Guidance Curriculum.

- **Personal Development and Career Planning K - 12**
- **Employability Skills Teacher's Handbook K 1 - 12**

Individual Planning

Within this component, school counsellors help students clarify their goals, values, abilities, aptitudes and interests, i.e. their self-knowledge, and use this information in their personal, educational and occupational decision-making. This component is accomplished through activities such as

- individual appraisal - assist students to assess and interpret their abilities, interests, skills and achievements for use in their short- and long-term planning
- individual advisement - help students to use personal and occupational information to plan and realize their personal, educational and occupational goals
- placement - help students make transitions from school to school and school to work

In New Brunswick, the following material is available to promote Individual Planning with students.

- **Linking to the Future: Career and Educational Portfolio Planning (Grades 6 - 12)**

Responsive Services

This component seeks to help students who experience problems related to personal identity, drugs, peer and family relationships, for example, which can influence their academic learning. School counsellors provide crisis counselling, diagnostic and remedial services, consultation and referral services to meet the developmental needs of students. Such activities are delivered using the following strategies:

- consultation with parents/guardians, teachers and community agencies as they seek to meet student needs
- personal counselling on a small-group or individual basis to students who experience difficulties in relationships, personal development or personal concerns

- crisis counselling and support for students and families facing emergency situations
- referral to other professionals when appropriate, including school psychological services, mental health agencies, employment programs, juvenile services, social services, special school programs, public health services

Program Support

Program support involves the administration and management of the school counselling program. Included are such activities as

- research and development to update learning activities
- public relations to communicate the school counselling program to other educators and parents/guardians, e.g. newsletters, school information nights
- professional development by engaging in regular activities to update professional knowledge and skills
- community outreach to help counsellors become knowledgeable about community resources, employment opportunities, local labour market
- program management to support the activities of a comprehensive school counselling program

Important Points

The program

- is student development oriented
- has four components
- is one hundred percent program with no add-ons
- starts on the first day of school and ends on the last day of school
- is program-focussed not position-focussed

Note:

In Appendix A, readers will find further information on the conceptual framework behind comprehensive and developmental school counselling programs.

2

Moving to A Comprehensive and Developmental School Counselling Program

Introduction

Moving to a comprehensive and developmental school counselling program requires administrative approval and support. Initially, the change must take place at the district level under the supervision of a consultant. At the school level, counsellors, as well as other educational personnel, must be involved in the change process. Some resistance to change will be encountered, and those involved must appreciate the **challenges** in bringing about change, challenges which include the following examples:

- choosing and writing student outcomes
- measuring these outcomes
- deciding how best to implement a curriculum
- identifying student-school-community needs to be addressed

These challenges may require counsellors to change their work behaviour, to learn new skills, and to conceptualize a new way of being in the school environment.

Establishing The Steering Committee

Once the decision to change has been made, a steering committee is established.

- The committee's responsibility is to manage the efforts of planning and implementing the improved program.
- The committee needs to prepare a timetable of the steps necessary to bring about the changes.
- The committee is comprised of school counsellors, school administrators, teachers, parents/guardians and/or community representatives.
- The committee develops a plan for public relations so that interested stakeholders can be kept abreast of its activities.
- The committee should consider the use of working groups, which are assigned specific tasks to facilitate the transition process.

Assessing The Current School Counselling Program

The steering committee should begin by assessing the current school counselling program by collecting data to make comparisons between the current and proposed program. **The focus of this assessment is the current program's structure and its effectiveness.** This assessment is done within the four program components of the comprehensive and developmental

school counselling model described earlier. This model provides the basis for identifying critical gaps in service delivery and for planning needed program changes. The following tasks can be assigned simultaneously to **four working groups** so that the assessment of the current program can be accomplished expeditiously.

Working Group 1: Identify the Available Resources and How They Are Used

One measure of program effectiveness is the ratio of resources expended to the benefits gained. Three types of resources are to be considered, and the assessment involves collecting both qualitative and quantitative data about each.

Human Resources

All educational personnel involved in the current counselling program need to be included.

- Who is currently involved in delivering the school counselling program?
- What are their qualifications?
- What is the current counsellor:student ratio?
- What are the current counselling program activities and services being provided and what is the time spent in delivering each?
- What activities and services are counsellors providing which do not relate to the school counselling program? How much time is spent in delivering these?

Financial resources

These resources include budgetary allotment, space facilities, and existing equipment and materials.

- What is the current budget allotted to the counselling program?
- On what does the budget get spent? (i.e. books, supplies, scoring services, paper, etc.)
- What program resources are currently available? (i.e. books, computer and audio-visual equipment, handouts, booklets, etc.)
- How much space is allotted for counsellors' use in delivering services and/or activities?

Political resource

This resource includes policy statements and supporters of the current program and staff.

- Does the school/district have a policy statement on their educational mission and counselling mandates?
- What are the provincial laws implicated by counselling activities and services? (i.e. the Family Services Act)
- What do provincial/national associations (NBTA, Department of Education, Canadian Counselling Association) say about the credentials of school counsellors and student to counsellor ratios?
- Are counsellors and other educators supportive of the initiative to move to a comprehensive and developmental school counselling program?

Working Group 2: Identify the Current Counselling Activities: Conducting A Time Study

Identifying and recording the activities in which school counsellors and others are involved in delivering the current school counselling program is a major task. **The activities must be categorized by components** (i.e. curriculum, individual planning, responsive services, program support) **and grade level**. This information will be useful to complete a gap analysis later. The data collected are qualitative and provide details about the current program. Recording these activities makes them visible, precise and understandable, and demonstrates the gap between current practice and the new model.

To complete this task, the committee identifies the student activities and/or services currently being provided, students served by these, and the intended outcomes (see Box 2.1).

- What activities and services are currently provided?
- Why is each activity and service provided?
- Who (students, parents/guardians, teachers, administrators) are being served by each activity and service?
- As a result of this activity, what do those served know, what attitudes do they form, and/or what can they do that they could not do before?
- What is the relative importance of each activity and service?

Box 2.1

Activity/Student Focus/Outcomes/Indicator			
Activity	Student Focus	Outcome	Indicator
Conduct Career Day	Grade 9 - 12 students	Students who participate can identify an occupation consistent with their interests.	Attendance at Career Day 30% - low.
Why is this activity important? _____			

Overall Importance: _____			

This step will identify the students being served and the outcomes they have achieved, and will give an indication of the validity of all school counsellors' activities. By identifying the activities that contribute to student growth and development, counsellors strengthen their position within the educational community.

Other Considerations

- gathering information about what students currently know, learn and need

This information may be collected from a number of sources, including **standardized tests, criterion-referenced tests, attitude surveys, follow-up studies, drop-out studies, demographic data, failure and absence rates, discipline reports, mobility rates**. The committee should recognize and include local concerns which are unique to the school and/or district.

- time counsellors spend in serving the system

This information includes the time counsellors spend doing such duties as outside supervision, scheduling, filling in for other teachers, keeping records, arranging timetables, etc.

Working Group 3: Gathering Perceptions

This task involves gathering perceptions about the current program from students, teachers, counsellors, administrators, parents/guardians, community members and members of the school advisory group. **This information indicates what these groups think about the current school counselling program.** The data are useful for three purposes: documenting what is working well with the current program; identifying groups who are supportive and a resource for future activities; establishing baseline data for use in future public relations efforts.

Two effective methods for gathering perceptions are interviewing and the use of a questionnaire. While **interviewing** can be time-consuming, direct contact with the interviewee provides an opportunity to ask follow-up questions, if necessary. The **questionnaire** should be simple and easy to read, and not contain too many questions which might discourage the respondent from answering. The questions must be related to the components of the model or to the student outcomes. The content of the questionnaire will depend on the types of activities and services currently being provided by the school counselling program. An example is listed in Appendix C.

Working Group 4: Putting the Data Together

The final task is to compile the information to reflect the current situation. **This information should be grouped under the four program headings of the proposed model with activities by grade level listed under each heading.** The information could be presented according to the priority assigned by counsellors (see Box 2.2). For example, counsellors may put a high priority on individual planning in the middle school or curriculum issues at the elementary level.

Having completed this phase, the committee is able to describe the components it would like in the school counselling program. It is able to answer the question **How does what we are doing in the current counselling program now compare and contrast with what is desired?**

Box 2.2

Summary of Current Counselling Program Responsive Services: Activities/Services, Time Spent, Priority					
Student Support			System Support		
% of Time	Activity	Priority	% of Time	Activity	Priority
12	Individual Counselling	2	10	Planning	3
5	Registration of new students	8	6	Paper Work	7
20	Providing timetables for students	7	6	Supervision	8

The Steering Committee will end up with several categories of information:

- list of non-counselling activities
- list of existing counselling activities
- list of new counselling activities to be added

The committee will make recommendations based on the information within these three categories of information. Some of these recommendations will be implemented immediately while others will require more time and planning.

3

Planning: Setting Up the Program

Introduction

When establishing the new program, the first step is to decide what changes need to be made. The comprehensive and developmental school counselling model outlined earlier provides a reference against which to determine where the similarities and differences exist between what is currently in place and what needs to be changed. Additionally, this model provides structure within which to implement these changes.

Three tasks have to be completed within this phase:

- compare and contrast the current program with the proposed program
- establish goals for change
- identify the ways to bring the changes about

Conducting a Gap Analysis

A gap analysis identifies the places where the proposed program overlaps with the existing one as well as where the gaps are. This analysis needs to encompass the following:

- student outcomes
- allocation of counsellor's time and abilities
- program components
- resources applied to program components
- clients served

For example, such an analysis might look like the data found in the following box (see Box 3.1).

Box 3.1

Use of Counsellor's Time: Percentage/Program Component Middle School		
	Current	Desired
Guidance Curriculum	10%	30%
Individual Planning	35%	25%
Responsive Services	28%	30%
Program Support	27%	15%

Such data inform the steering committee about the use of current resources, and where changes must be made to bring the current school counselling program in line with the proposed program.

Data collected by the working groups will enable the committee to make a number of comparisons between objective data (i.e. that obtained from where counsellors spend their time and with whom) and subjective data (i.e. educators' and parents/guardians' perceptions of the current program). These comparisons will allow the committee to make recommendations on such issues as

- time spent on program components
- ways to respond to student needs
- helping some stakeholders understand the need for changes
- new areas which need to be added to the program

Generally, identifying where the current program and the proposed program overlap will be a morale booster. However, counsellors might find that they are doing too much of some activities, doing activities which are not appropriate for them, and/or activities which do not utilize their competencies efficiently.

Forming Conclusions

After the program similarities and differences are identified, **the committee draws conclusions from the data collected**. These conclusions should be prioritized and translated into statements of intent, such as

- to increase or decrease the time spent in individual planning
- to provide more counsellor time to meet individual student needs
- to provide small group experiences for students who experience low self-esteem.

Making Recommendations

The committee identifies ways to achieve the recommendations. It is helpful to involve all those affected by the changes in this process. The committee may need to consider the following issues.

Human Resources

- The counsellor to student ratio may need to be modified to ensure that the program can be implemented appropriately.
- Job descriptions for school counsellors should be developed.
- A budget for the school counselling department should be established. It should recognize the need for
 - career guidance materials
 - audio-visual materials for psycho-educational activities
 - professional books
 - office supplies
 - development of curricular guides for local school counselling programs

- The counselling space facilities should be reviewed and recommendations made about their adequacy.
- small group counselling area
- resource area
- office for individual counselling
- classroom for large-group activities

Political Resources

- There may be a need to update school policies and procedures – i.e. re-assigning non-counselling functions such as credit checks, arranging student timetables, issuing transcripts, scheduling, record keeping, outdoor supervision, dealing with disciplinary problems.

Program Priorities

- Program goals may need to be re-prioritized as a result of the gap analysis.
- Action plans should be developed to implement these priorities.
- Plans may need to be developed to monitor changes.

Public Relations

- Let stakeholders know how the program is being implemented.
- Distribute written pamphlets describing the program, its assumptions and rationale.
- Include information in mail-outs to parents/guardians, school newsletters.
- Display information about the counselling program during parent-teacher nights.
- Address any negative perceptions stakeholders may have.
- Make presentations at school open-house night, parent school support committee meetings and/or other community groups.

Planning the Program Improvements

From the suggestions and recommendations of the different working groups, a plan of action is developed to implement each recommendation. The plan should be action-orientated and achievable, and should address issues such as staff development, resource development, and product development. This plan should consider the sequencing of recommendations and time lines, and its relevance to larger processes, e.g. budgeting. Each action item should be allotted to a person who will take responsibility for it (see Box 3.2).

Box 3.2

Master Plan (In chronological/priority order)		
Task	Deadline	Responsibility
Send memos to principal re budgets	3/22/2003	_____
Develop recommendations for Counsellors' work load	3/25/2003	_____
Plan in-service for teachers on Program Structure	4/10/2003	_____

Begin Program Improvement Efforts

At this stage, school program changes will begin to be implemented.

Program materials, as included in this manual, need to be adapted to describe

- program rationale and assumptions
- program definitions
- program structure
- student outcomes (i.e. Personal Development and Career Planning Curriculum, K to 12)

School staff need

- education about the program structure
- information about where the present program agrees with and differs from the proposed one
- information on local needs
- information on program priorities
- information on student outcomes

Conducting A Needs Assessment

The needs assessment ideally should flow from the outcomes outlined for students and typically takes the form of a questionnaire which is distributed to students, teachers, parents/guardians, previous graduates and other stakeholders in the education system. These groups should have an opportunity to respond to needs that are currently being met by existing programs, as well as to needs which they think deserve additional attention. **The main purpose of the needs assessment is to establish priorities as it is unlikely that the program can provide for all expressed needs.**

4

Organizing and Implementing: Program Leadership and Management

Introduction

Counsellors must organize and co-ordinate their programs as an integral component of the total school program. Ideally, the school counselling program should be designed to foster support from both within and outside the school community by meeting the developmental needs of students. Counsellors establish program goals that address student needs which are achievable through a variety of means, including curriculum activities, services to small groups and/or individual students, referrals and consultation.

Setting Student Learner-Related and Service-Related Goals

Prioritizing Program Goals

Goals are based on the results of the feedback from the needs assessment and other sources. The data must be collated and prioritized so that the expressed needs of each group surveyed are recognized. **Sometimes items which have a low priority attached to them may need to be given high priority due to the implications that item may have.** For example, if 6% of the students feel sad, lonely and depressed, it might be easy to interpret this need as a low priority. However, the consequences of these reported feelings might include such possibilities as harm to self or others, low grades, or irresponsible behaviour.

In addition, the Department of Education has established responsibilities which must be considered when stating program goals and be implemented within the total school program. These programs include

- **Personal Development and Career Planning Guidance Curriculum K to 12**
- **Linking to the Future: Career and Educational Portfolio Planning**, a program which provides career and educational planning for each student in middle school and high school
- **Take Our Kids to Work**, a program for students in grade 9
- **Who Am I**, careers for students in grades 7 and 8
- **PAWS in Jobland**, career awareness software program for elementary level students.
- **Career Futures**, for middle level students
- **CHOICES**, a computerized career choice program available for students, particularly at the high school level
- **Employability Skills Teacher Handbook K - 12**, a teacher's handbook which supports most of the above named programs

There are two basic categories of program goals:

learning-related goals

- are established for all students
- can be met in a variety of ways
- An example of such a goal is *to have students recognize the implications school grades have on their work related aspirations*

service-related goals

- assess learning-related goals
- indicate the time in the school schedule for students to meet learning-related goals

Learning-related goals are written in measurable, objective language and should be moderately challenging, attainable and positive, and related to a time frame. An example of a learning-related objective for middle school students in grade 8 would be *to name five personal interests by the end of their school year*. Such an objective is easily measured, and it stipulates the time frame within which the objective is to be met.

Service-related goals are used to assess the adequacy of the time allotted within the system, as well as the teacher and/or counsellor competencies needed to deliver the learning-related goals. An example would be *to have sixty minutes per week for teachers and/or counsellors to deliver the outcomes as stated in the Personal Development and Career Planning Guidance Curriculum*.

Determining Program Relevancy

Goals and objectives which are built on the results of the needs assessment and/or other sources of data help to determine program relevancy. The degree to which these goals and objectives are agreed upon and committed to a plan of action is the real test of relevancy. If the program is to be relevant, it must have the following characteristics:

- be developmental and imply continuous growth and improvement
- be logical and sequential
- be flexible enough to respond to the changing needs of youth
- be communicated to all educators, parents/guardians and other interested stakeholders
- be co-ordinated with other school programs
- reflect the personnel resources available to deliver it

Program Management: Administration and Resources

School counsellors need to give careful consideration to their administrative responsibilities. They need to manage their time well.

- Counsellors need to be well organized to keep track of papers, handouts, books, files and such other things as are required in any program.
- Counsellors need to establish time lines and stick to them.

The overall concern here is for school counsellors to analyze their time and be sure that they are utilizing it effectively to meet the goals and objectives of the school counselling program.

Programs cannot run without resources. Resources include facilities and program support materials such as audio-visual materials, as well as human resources.

- Counsellors need to be qualified for all the activities they perform.

School counsellors who do not have graduate education in counselling should seek such. Without credentials there exists the potential for them to engage in practices which may do harm. Counsellors should determine their strengths and use them to deliver the program goals and objectives.

- Counsellors ought always to be engaged in professional development.

School counsellors should engage in professional development activities by reading, attending workshops, taking courses and consulting with other professionals about services, and/or being members of professional organizations such as the Canadian Counselling Association.

Budgetary resources are important because such funds support the delivery of program objectives.

- Counsellors should justify their budgetary requests with a rationale.

The rationale must be linked to the overall aim of enhancing and promoting student learning.

- Counsellors should have adequate facilities within which to deliver their programs.

Facilities denote furnishings, decor, cleanliness and space. Counsellors require resources which promote a positive atmosphere both for themselves and for the students, teachers and parents/guardians they serve.

Marketing the Program

Counsellors need to be involved in public relations to promote both the school counselling program and school counselling. Counsellors can engage in a number of activities to promote these two broad goals.

- writing and distributing brochures which describe the role of the school counsellor
- posting information about the school counselling program on web sites
- speaking publicly at school and/or to community groups
- making class presentations

Balancing Time: Counselling, Consulting and Coordinating

To provide a comprehensive school counselling program, counsellors organize their time to effectively deliver services and meet the program goals and objectives. **Scheduling helps individuals manage their time.**

Counsellors' schedules are influenced by a number of factors.

- program priorities established from the needs assessment
- meeting unexpected student needs such as a crisis
- developmental needs of all students
- need for consultation with teachers and parents/guardians
- counsellor's abilities
- program administrative responsibilities

A rule of thumb is to consider 15% of the school population when determining how many students may be in need of individual services. The resulting number (plus or minus 5%) will represent an approximation of the number of students who may need direct intervention. For example, if the school population is 1000, then school counsellors can estimate that about 150 students may need some direct assistance with some aspect of their growth and development.

It is most important for counsellors to consider that scheduling and priorities should result in enhancing student learning.

School counsellors are different from classroom teachers in that they have more control over scheduling their time. **Counsellors should co-ordinate their time with other school personnel so that their services and activities complement one another.** Such collaboration allows counsellors to accomplish a number of valuable results:

- to establish times for individual counselling
- to arrange for small group counselling
- to consult and/or deliver with classroom teachers parts of the guidance curriculum
- to gain the support and cooperation of fellow educators

School counsellors should discuss with teachers and administrators the types of intervention which meet the needs of students. They should determine what the best form of direct service is, i.e. either individual or small group, and arrange for these services. **Through consultation with teachers and administrators, release time should be obtained for students to take advantage of such services.** Counsellors ought always to indicate the benefit of such services, when appropriate, the most important of which is to enhance and promote student learning. Parents/guardians need to be notified of such services and their permission secured to involve their children in individual services.

Important Points

- Counsellors need to co-ordinate activities and services.
- Counsellors need to provide clear communication about the various program components, establish time lines, delegate responsibilities, and follow-up activities.
- Co-ordination must be in harmony with other school personnel, activities and the school's mission.

5

Assessing the School Counselling Program

Introduction

Assessment is an ongoing process which provides accountability. **The purpose of assessment is to make decisions about the effectiveness of the program, to judge its impact and to make adjustments on the basis of those decisions and judgements.**

Assessment addresses both learning-related and service-related goals. It demonstrates the degree to which counsellors' services and programs make a difference in the lives of students and it contributes to the overall mission of the school.

Program assessment involves the collection of data which evaluate the program. Two types of program assessment are process and outcome.

Process assessment

- measures the degree to which the services and strategies were carried out (service-related goals)
- provides answers to questions such as
 - *How many students were served?*
 - *How much time was spent on delivering services?*

Outcome assessment

- measures the effectiveness of services and activities planned to help students in their educational, social, personal and career development (learning-related goals)

Methods of Program Assessment

One method of program assessment is to measure the results of the learning-related and service-related goals.

Learning-Related Goals

Assessment of learning-related goals should take place at key points during the program year. Prior to providing an activity and/or service, counsellors need to indicate the outcome goals for participants. When such goals are stated in advance, they provide a measure against which to assess the effectiveness of the activity and/or service for the participants. For example, several goals for a group counselling experience for children of alcoholics could be

to learn how chemical dependency affects all family members
to talk about feelings and how they can help or hurt us
to learn about co-dependent behaviours

These goal statements can be used to develop a feedback form on which students indicate on a scale of 1 (little) to 5 (much) whether they learned how chemical dependency affects all family members, talked about feelings and learned about co-dependent behaviours. The responses can be used to give an indication of the efficacy of the group experience.

Another way to measure activity outcomes is to establish minimally acceptable performance standards for students as outcome indicators. Some factors to consider when establishing performance levels are

- the importance of the competency
- the place of the competency in the developmental sequence
- the probability of attaining the competency

For example, an outcome indicator of a counselling intervention designed to help students develop study skills could be an increase in class marks. Asking teachers to note and report the grades of students involved in a small-group study-skills intervention helps to determine the intervention's effectiveness. Also, counsellors might ask parents/guardians and teachers to report on their observations of students' use of study skills both at home and/or in the classroom.

Service-Related Goals

Service-related goals can be measured by reporting

- the number of times the service/activity was provided
- the number of people who participated in the activity/service
- a measure of the client's satisfaction with the service/activity

For example, school counsellors should keep monthly records of their activities as they fall under the four categories of the comprehensive model, i.e. curriculum activities, individual planning, responsive services and program support. They can indicate the number of times activities/services occurred during a month, the number of students who participated in the activities/services, and the topics/issues considered. A sample form might look like the following (see Box 5.1):

Box 5.1

Monthly Record	
Program Component: <u>Responsive Services</u>	Month: March
<ol style="list-style-type: none">1. Number of individual counselling sessions:2. Number of students who participated:3. Individual counselling issues addressed:4. Number of small-group counselling sessions:5. Number of students who participated:6. Group counselling issues addressed:7. Number of consultations:8. Consultation issues:9. Number of referrals:10. Referral issues:	

Assessing Client Satisfaction

Counsellors may use a number of methods to assess their clients' satisfaction with the services and activities provided.

- Conduct follow-up conversations with students, teachers and parents/guardians.

Counsellors can informally discuss with their clients what they think of the services and programs provided.

- Obtain written information from students about the program and services provided.

For example, by asking students to report what they liked best about an activity, to suggest ways to improve the activity, to indicate what they learned that was most helpful to them, counsellors are able to get valuable feedback.

By asking students to respond to services provided by filling out responses (yes, no, unsure) to such statements as *the counsellor listened to my concerns and appeared to understand them, the counselling session helped me to make decisions about my concerns, I would recommend this counsellor to another student*, the counsellor is able to get valuable information about student satisfaction.

The information collected, either formally and/or informally, can be used to inform counsellors about the efficacy of their services and activities. This information can be used to make decisions about what services to expand or de-emphasize, to make changes in approach, and to plan appropriate professional development.

Following are suggestions for implementing efficient and accurate data collection.

- The purpose and details of the assessment should be communicated to all individuals who will be involved.
- All instruments and instructions should be prepared well in advance of collecting the data.
- All individuals who will respond to instruments should be informed of the purpose for collecting information, and anonymity should be ensured.
- Assessment instruments should be scored as soon as possible after the data are collected.

The results of the assessment should be reviewed by counsellors soon after it is collected. On the basis of the feedback, counsellors need to make decisions about the services and/or activities and incorporate changes prior to offering them again.

Year-End Reports

One important component of management is the year-end reporting of activities and services provided, as well as an inventory of all resources. (Most of the work in keeping inventories up to date will be made easy by having noted the inventory of resources when assessing the former counselling program. See page 8). Counsellors should keep careful notes on the following areas:

- use of counselling facilities
- activities and services which could be added to meet student needs
- program components where counsellors felt they were most effective
- program components where improvements are needed
- the results of student feedback on activities and services

Collecting such data will help counsellors make reports to administrators, identify the need for staff development, make program decisions and/or make administrative decisions. Further, counsellors need to report on the use of program resources with suggestions for additional materials.

The design of such a report might take the following outline.

Program Description

This section briefly describes the components of the program, including the activities, interventions and services provided.

Evaluation Design

This section describes the procedures used to assess the program – the activities, interventions and services.

Evaluation Results

Within this section, each goal, objective or competency assessed should be presented with evidence that it was or was not achieved.

Conclusions and Recommendations

This section contains conclusions regarding the achievement of goals, objectives and/or competencies as well as recommendations about the programs and services provided, including their strengths and weaknesses, and plans for improvements.

Appendices

This section should contain materials that illustrate, describe and support the other sections of the report, including forms and instruments used in the assessment process.

Counsellor Self-Assessment

Counsellors may also assess their performance relative to the school counselling program, through self-evaluation and peer review. Self-assessment should be done in terms of the four program components and can take the form of a self-rating on the competencies needed to perform the activities required under each program component. For example, a sample self-assessment checklist is provided below (see Box 5.2).

Box 5.2

Counsellor Assessment

Implements the individual planning system through the effective use of counselling skills, including

- a. careful planning of sessions;
- b. presentation of accurate information;
- c. involvement of students in educational and career planning;
- d. accurate use of test results interpretation;
- e. selection of individual planning activities consistent with student needs and district goals.

Clearly Outstanding _____

Exceeds Expectations _____

Satisfactory _____

Below Expectations _____

Unsatisfactory _____

Assessment is an important component of program support. If it is given careful attention from the beginning of the school year, the results of assessment can be easy to report at the year-end. Counsellors increase their personal competencies and ensure program outcomes by making assessment a high priority.

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Summary and Conclusions

Counsellors, along with other educators, seek to provide a learning environment which meets the learning and developmental needs of students. To accomplish this, counsellors need to take an active part in developing and implementing their programs in the educational community. The model embodied in this document is one that has been adopted throughout North America. It gives increased credibility to school counsellors and requires them to develop new roles for their school practice. Counsellors need to adopt such a model, and they need to gain support for its activities and services. Support must come from the school level, the district level and from the Department of Education. Involving key people in this change process will help to ensure support for the proposed changes.

The comprehensive and developmental school counselling model is more than just a structure to be imposed upon an existing program. It is not intended to add to counsellors' existing responsibilities.

- This model is meant to rationalize what can reasonably be accomplished given the resources within the school.

By making decisions based on students' needs, counsellors can establish priorities which will form the foundation of the school counselling program.

- This model is not meant to be an add-on to an existing program.

Counsellors, in collaboration with other educators at the school level, will make decisions about what needs to be addressed. Since all educators are involved in enhancing and promoting student learning, school staffs need to be involved in the decision of how best to implement this program.

- Needs assessment coming from students, teachers and parents/guardians provides powerful data to influence decisions about what services and programs schools should provide.

Counsellors should develop a method to provide for the continual needs assessment of their students. Too often, a needs assessment is done when a new model is established but not continued in subsequent years. Not all students need be surveyed each year, but samples, classes, and/or grades should be assessed periodically to ensure program relevancy.

- Besides taking an active part in establishing a program, school counsellors need to manage and refine it.

Program management requires counsellors to be good stewards of their time, resources and skills. Through effective co-ordination of programs and services, counsellors are able to meet the needs of students through a variety of activities and services. Such co-ordination will enable counsellors to work in harmony with other educators and to ensure that the school counselling program is an integral part of the total school program.

- Counsellors need to be involved in program assessment.

Counsellors need to consider how well they are meeting both learning-related and service-related goals. By assessing how well students are meeting the learning-related goals, counsellors are able to refine their activities and services so that they meet the expected student outcomes. By assessing how well they spend their time, and who they spend it with, counsellors will be in a better position to balance the four program components and stick to the time allocations devoted to each component.

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APPENDICES

APPENDIX A

Comprehensive School Counselling Program Components

Guidance Curriculum

The guidance curriculum (**Personal Development and Career Planning, K to 12**) consists of structured developmental experiences presented systematically through classroom and group activities from kindergarten through grade twelve. The purpose of the guidance curriculum is to provide all students at all levels with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. While counsellors take leadership in the organization and implementation of the guidance curriculum, they act as a resource and as consultants to teachers for its successful implementation. The guidance curriculum is delivered through the following strategies.

Classroom Activities: Counsellors offer leadership, act as a resource, may assist and/or team-teach the guidance curriculum learning activities or units in classrooms, the guidance centre, or other school facilities.

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

Suggested Time Allocations

Elementary	35%-45%
Middle/Junior High School	25%-35%
High School	15%-25%

Individual Planning

Individual Planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals. While counsellors offer leadership in this area, they work together with teachers to plan and direct the activities. These activities are generally delivered on an individual basis, or by working with individuals in small groups or advisement groups. Individual Planning is implemented through the following strategies.

Individual Appraisal: Counsellors work with students analyzing and evaluating students' abilities, interests, skills and achievement. Test information and other data are the basis for assisting students to develop immediate and long range plans.

Individual Advisement: Counsellors and teachers work with students, using personal, social, educational, career and labour market information in planning personal, educational and occupational goals. The involvement of students, parents/guardians and the school in planning programs that meet students' needs is critical.

Placement: Counsellors and teachers assist students in making the transition from school to school, school to work or school to additional education and training.

Suggested Time Allocations

Elementary	5%-10%
Middle/Junior High School	15%-25%
High School	25%-35%

Responsive Services

Responsive Services consist of activities to meet the immediate needs and concerns of students, whether these needs or concerns require counselling, consultation, referral, or information. This component is available to all students and is often student-initiated. While counsellors have special training and skills to respond to these needs and concerns, the co-operation and support of the entire faculty and staff are necessary for the successful implementation of this component. Responsive services are delivered through the following strategies:

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

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

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

Referral: Counsellors use referral sources to deal with crises such as suicide, violence, abuse and terminal illness. These referral sources may include those listed below:

- Mental Health Agencies
- Training and Employment Programs
- Vocational Rehabilitation
- Youth Services
- Family and Community Services
- Public Health
- School Social Worker
- Addiction Services

Suggested Time Allocations

Elementary	30%-40%
Middle/Junior High School	30%-40%
High School	25%-35%

Program Support

Program Support consists of management activities that establish, maintain, and enhance the total school counselling program. This component is implemented through activities in the following areas:

Professional Development: Counsellors need to be involved regularly in updating their professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, contributing to professional literature, and/or attending summer institutes.

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

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

Advisory Councils: Serving on departmental curriculum committees, community committees or advisory boards constitute ways to support other programs in the school and community and to gain support for the school counselling program.

Community Outreach: Included are activities designed to help counsellors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labour market information. This may require counsellors to visit local businesses, industries, and family and community agencies on a periodic basis.

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

Research and Development: School counselling program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources are some examples of the research and development work of counsellors.

Suggested Time Allocations

Elementary	10%-15%
Middle/Junior High School	10%-15%
High School	15%-20%

Adapted from information presented in the following reference:

Gysbers, N. C. (1993). Planning, designing, implementing, and evaluating a comprehensive school guidance program.

Comprehensive and Developmental School Counselling Program

Domains: Academic Development, Career Development, Personal/Social Development

Delivery Methods: Counselling, Consultation, Collaboration, Co-ordination, Case Management, Guidance Curriculum, Program Evaluation

	Guidance Curriculum	Individual Planning	Responsive Services	Program Support Definition
Definition	Structured developmental experiences presented systematically through classroom and small group activities from Kindergarten to Grade 12.	Individual small-group, and/or classroom activities that help all students plan, monitor, and manage their learning, personal, and career development	Individual and/or small-group activities which meet the individual needs and concerns of students through counselling, referral, consultation and/or information	Management activities that establish, maintain, and enhance the total program
Delivery	Classroom and Large Group Activities Small Group Activities Parent Education and Support Informational Activities Extended Homeroom Periods	Individual Appraisal/Assessment Consultation/Educational Advising Student Placement Labour Market Information	Collaboration Consultation Personal/Social Advisement Conflict Resolution Personal Counselling Crisis Counselling Multi-disciplinary Teams Support Programs and Activities	Professional Development Staff and Community Relations Consultation with teachers Advisory Councils Program Management
Suggested Time				
Elementary	- 35 - 45%	5 - 10 %	30 - 40 %	10 - 15 %
Middle	- 25 - 35%	15 - 25 %	30 - 40 %	10 - 15 %
High	- 15 - 25%	25 - 35 %	25 - 35 %	15 - 20 %

Adapted from Gysbers, N. C. (1993). Planning, designing, implementing, and evaluating a comprehensive school guidance program.

SCHOOL COUNSELLING PROGRAM

CHARACTERISTICS

- X DESIRED RESULTS
LEARNING OUTCOMES/COMPETENCIES
- X ACTIVITIES AND PROCESSES
TO ASSIST STUDENTS TO ACHIEVE OUTCOMES
- X PROFESSIONAL PERSONNEL
- X RESOURCES AND MATERIALS
HUMAN/ FINANCIAL /POLITICAL
- X DEVELOPMENTAL AND COMPREHENSIVE
- X COMPETENCY DEVELOPMENT
- X COLLABORATIVE OR TEAM APPROACH
- X ARTICULATION FROM K - 12
CONTENT AND PROGRAMMATIC LINKAGES
- X EVALUATION
IDENTIFIABLE/QUANTIFIABLE, STRUCTURE,
PROCESSES, ACTIVITIES, CONTENT, RESOURCES

SCHOOL COUNSELLOR COMPETENCIES AND INDICATORS

- 1.0 Demonstrates facility in the skills of reading, writing and mathematics
- 2.0 Demonstrates knowledge of the theory and practice of the discipline
- 2.1 Demonstrates knowledge of the theory and practice of school counselling services for grades kindergarten through 12
- 2.2 Demonstrates knowledge of the role and the function of the school counsellor
- 2.3 Articulates methods or processes by which school counselling services are or can be integrated into the school system
- 2.4 Demonstrates knowledge of the standards for exemplary school counselling programs, i.e. as recommended by the American School Counsellor Association
- 2.5 Demonstrates knowledge of the major theories of career development
- 2.6 Demonstrates knowledge of occupational trends and their relevance to students' educational planning and career development
- 2.7 Assists teachers in relating subject matter to career information
- 2.8 Demonstrates knowledge of the major theories of family development and of family life
- 2.9 Demonstrates knowledge of the psychological, social, physical and economic factors that influence family behaviour
- 2.10 Demonstrates knowledge of the relevance of the major theories of family development and of family life to the provision of school counselling services
- 2.11 Demonstrates knowledge of the theory and practice of individual and group guidance
- 2.12 Demonstrates knowledge of the theory and practice of collaborative consultation
- 2.13 Demonstrates knowledge of the role and the function of the school counsellor as school consultant
- 2.14 Demonstrates knowledge of contemporary local, regional and national issues pertinent to school counselling programs
- 2.15 Demonstrates knowledge of the theory and practice of individual and group counselling
- 2.16 Articulates one's own counselling theory
- 2.17 Identifies appropriate sources of additional information regarding school and community resources

- 3.0 **Demonstrates knowledge of human growth and development as it relates to the educational process**
- 3.1 Demonstrates knowledge of social and cultural factors that influence the learning environment and the educational services of a school
- 3.2 Demonstrates knowledge of the major theories of personality development
- 3.3 Demonstrates knowledge of family relationships and their impact on student development
- 3.4 Demonstrates understanding of the effects of physical, social, emotional and intellectual development on learning
- 3.5 Demonstrates understanding of the relationship between learning problems and school adjustment problems
- 3.6 Demonstrates understanding of the relationship between teaching styles and learning styles
- 4.0 **Demonstrates knowledge of the Canadian public school system**
- 4.1 Demonstrates knowledge of how contemporary provincial and national issues pertinent to school counselling services influence the provision of counselling services in public schools
- 4.2 Demonstrates knowledge of contemporary provincial and national issues pertinent to public school education
- 4.3 Knows and understands the governance of schools on the local and provincial levels
- 4.4 Understands how the organization of the district and school has an impact upon the school community
- 4.5 Understands the rights and responsibilities of students, parents/guardians and staff
- 4.6 Demonstrates knowledge of the role and function of instructional personnel, school counselling specialists and school administrators
- 5.0 **Effectively assesses student needs and progress**
- 5.1 Demonstrates knowledge of measurement techniques used to evaluate individual students and groups of students
- 5.2 Demonstrates the ability to observe and to interpret the behaviour of individual students and groups of students in actual, naturally occurring circumstances
- 5.3 Demonstrates the ability to select and to use relevant information and appropriate appraisal techniques in assessing the personal adjustment and the academic development of individual students and groups of students

- 5.4 Demonstrates the ability to conduct follow-up studies to assess the impact of the school counselling program on students
- 5.5 Demonstrates knowledge of the relevance of educational research to the provision of counselling services
- 5.6 Administers, scores and interprets the results of measurements, inventories and evaluations relevant to counselling services
- 5.7 Demonstrates understanding of family dynamics to assist the students' functioning in the educational setting
- 5.8 Demonstrates knowledge of elementary statistical concepts and methods
- 5.9 Demonstrates knowledge of standardized achievement tests
- 5.10 Demonstrates knowledge of standardized tests of intelligence and scholastic aptitude
- 5.11 Demonstrates knowledge of questionnaires and inventories used for self-appraisal
- 5.12 Demonstrates the ability to communicate clearly test results to students, teachers and parents/guardians
- 5.13 Demonstrates knowledge of the principles of educational research
- 5.14 Demonstrates knowledge of the ethical and legal issues pertinent to educational research
- 5.15 Demonstrates the ability to conduct applied research
- 6.0 **Plans programs and interventions to achieve established objectives**
- 6.1 Demonstrates knowledge of major curriculum trends in all subject areas
- 6.2 Assists in the development and implementation of the school curricula
- 6.3 Collects, disseminates and uses information that is relevant to the interests, needs and developmental levels of students
- 6.4 Makes appropriate referrals to school district personnel
- 6.5 Makes appropriate referrals to out-of-school district support personnel
- 7.0 **Effectively implements programs and interventions to achieve established goals**
- 7.1 Provides staff members with an orientation to the school counselling program
- 7.2 Assists school administrators in the development of and procedures for course scheduling, selection, registration and placement
- 7.3 Assists school administrators in the development of policies and procedures for the confidentiality, maintenance and shredding of educational records

- 7.4 Assists school administrators in the development of and procedures for grade reporting
- 7.5 Assists in the development and implementation of public-relations activities designed to publicize the mission and services of the counselling program
- 7.6 Provides career counselling services that are relevant to the interests, needs and developmental level of students
- 7.7 Helps students relate their abilities, aptitudes and interests to current and future educational and occupational choices
- 7.8 Provides individual-and group-counselling services that are relevant to the interests, needs and developmental level of students
- 7.9 Conducts classroom-based guidance activities in collaboration with instructional personnel
- 7.10 Assists in the development and implementation of public-relations activities designed to publicize the mission and services of the school counselling consultants
- 7.11 Assists students in the development of decision-making and problem-solving skills
- 7.12 Demonstrates one's own counselling techniques
- 7.13 Assists parents/guardians to understand the factors interfering with their child's learning
- 7.14 Demonstrates ability to engage parents/guardians in educational planning to facilitate their child's learning
- 7.15 Demonstrates the ability to assume the role of the school counsellor as school consultant
- 7.16 Demonstrates knowledge of computer information systems employed in school counselling programs
- 7.17 Demonstrates the ability to utilize information systems available in one's counselling department
- 7.18 Demonstrates the ability to evaluate computer information systems used by one's counselling department
- 8.0 **Helps students develop positive self-concept**
- 8.1 Recognizes and understands the worth of all students and opportunities that racial, cultural, sexual and religious diversity present in the school environment
- 8.2 Demonstrates sensitivity to and respect for the needs and feelings of all students and parents/guardians
- 8.3 Demonstrates patience, empathy and enthusiasm with students
- 8.4 Helps students develop interpersonal skills

- 8.5 Assists staff in implementing strategies to foster positive self-concepts;
- 9.0 **Facilitates the development of student independence**
- 9.1 Recognizes and encourages the special interests and abilities of individual students
- 9.2 Engages students in selecting their own learning objectives
- 9.3 Presents opportunities that assist students in developing thinking skills, problem-solving skills and self-evaluation skills
- 9.4 Assists and encourages students to explore personal issues and questions that concern them
- 9.5 Promotes the ability of students to communicate effectively with others about ideas, concerns and emotions
- 9.6 Assists students in evaluating their own progress towards achieving counselling goals
- 9.7 Articulates the need to integrate career education into the school curricula
- 9.8 Demonstrates knowledge of post-secondary educational programs and post-secondary institutions
- 9.9 Assists students with post-secondary admission processes and procedures
- 10.0 **Effectively meets the needs of exceptional students**
- 10.1 Demonstrates knowledge of the psychology of exceptional students
- 10.2 Demonstrates knowledge of the psychological and social aspects of special education environments
- 10.3 Demonstrates knowledge of the role and function of the student-services team
- 10.4 Assists staff and parents/guardians to better understand children with exceptionalities and how to best meet their needs
- 10.5 Demonstrates knowledge of the psychological, educational and vocational assessment of exceptional children
- 10.6 Demonstrates knowledge of exemplary counselling services for exceptional children
- 10.7 Demonstrates knowledge of the role and function of the school counsellor as member of the student-services team
- 10.8 Demonstrates knowledge of the role and function of the school counsellor in the development and implementation of a Special Education Plan
- 11.0 **Effectively communicates with students, family members, school personnel and members of the community**

- 11.1 Demonstrates ability to transmit ideas, concepts and pertinent data in both oral and written modes of expression
- 11.2 Establishes rapport with students and staff, and fosters positive interactions through verbal and nonverbal communications
- 11.3 Facilitates communication between home and school
- 11.4 Initiates and maintains a liaison role, as appropriate, with community service providers and school personnel
- 12.0 Promotes a positive learning environment**
- 12.1 Demonstrates knowledge of social and cultural factors that influence the learning environment and the educational services of a school
- 12.2 Promotes appropriate behaviour standards for students in the learning environment
- 12.3 Promotes an atmosphere which fosters self-discipline
- 12.4 Promotes positive interpersonal relations based upon mutual respect
- 12.5 Supports fair disciplinary practice
- 13.0 Facilitates the co-operative involvement of parents/guardians and community in the educational process**
- 13.1 Demonstrates a knowledge of strategies by which parents/guardians may become involved in the educational process
- 13.2 Assists in fostering a school environment that is responsive to the educational and developmental needs of students
- 13.3 Demonstrates the ability to work with parents/guardians in helping students to solve their own problems
- 13.4 Demonstrates knowledge of methods and techniques of parent education
- 13.5 Maintains productive working relationships with community support personnel and community agencies that provide services to school-age children
- 13.6 Makes parents/guardians and students aware of community resources
- 13.7 Obtains from parents/guardians and uses, appropriately, information about students
- 13.8 Assists staff in conducting effective parent-teacher conferences
- 13.9 Assists parents/guardians to communicate their needs and concerns effectively to school and community agency staff
- 13.10 Identifies unmet needs in the community that adversely affect student learning

- 13.11 Demonstrates knowledge of the school and community resources that complement the provision of counselling services
- 13.12 Initiates liaisons with various community agencies to enhance counselling services
- 14.0 **Effectively organizes time, space, materials and equipment**
- 14.1 Organizes effectively time, space, materials and equipment for the provision of counselling services
- 14.2 Maintains a productive working environment in one's own office
- 15.0 **Meets professional responsibilities**
- 15.1 Demonstrates responsibility for self-growth, professional improvement and ongoing self-evaluation
- 15.2 Works co-operatively with colleagues and administrators
- 15.3 Follows the policies and procedures of the school district
- 15.4 Respects the privacy of students and parents/guardians, and holds in confidence all information obtained in the course of professional service unless there is a compelling reason to do otherwise
- 15.5 Obtains informed consent from students and/or parents/guardians before taping, recording or permitting third-party observation of counselling sessions
- 15.6 Meets deadlines and expectations for documentation of operational requirements
- 15.7 Demonstrates knowledge of the preferred practices i.e. in the position statements of the Canadian Counselling Association
- 15.8 Demonstrates knowledge of the professional competencies required of school counsellors
- 15.9 Articulates the relevance of one's own personal growth and professional development to the provision of exemplary counselling activities and services
- 15.10 Articulates the role and function of the school counsellor as an agent for change
- 15.11 Demonstrates knowledge of ethical standards, i.e. as articulated by the Canadian Counselling Association, the New Brunswick Teachers Association
- 15.12 Demonstrates knowledge of the federal and provincial laws pertinent to the role, function and services of the school counsellor
- 15.13 Demonstrates knowledge of the relationship of school counsellor professional associations to the provision of school counselling services

15.14 Demonstrates knowledge of the goals and functions of provincial and national school counsellor professional associations

Note:

Adapted from

Connecticut competencies and indicators for performance evaluation of school counsellors (1993). Connecticut State Department of Education. Bureau of Certification and Professional Development, Bureau of Special Education and Pupil Services, Vocational-Technical School System.

Factors Influencing Comprehensive and Developmental School Counselling Programming

Educational Thinking

Recent educational thinking has been influenced by a number of ideas about student growth and development.

- One idea concerns developmental theory.

This approach advocates that educators consider the developmental stages of learning and the characteristics of these stages when interacting with students during their formative years.

- Another idea is that the school curriculum should relate to life.

Students need to see the relevance of the curriculum to everyday life. This request led to an emphasis on career education, which linked textbooks and instruction to the world of work. This approach, along with Super's life-career rainbow, provides a conceptual framework for a comprehensive and developmental school counselling programming.

The fundamental purpose of such programming is to assist students in becoming effective learners and to support and consult with key individuals who assist students. The goal is to ensure that all students have the opportunity to learn and develop to their fullest potential. Within this approach, counsellors see their role as providing a well-planned program with essential services, as well as a series of curricular outcomes for all students. This approach complements the instructional program of the school.

Perspectives

Three perspectives are important when considering what the components of a comprehensive and developmental school counselling program might look like.

Life-Career Development Perspective

This perspective promotes the idea of self-development over the life span through the integration of

- the total roles (student, worker, consumer, citizen)
- settings (home, school, community)
- events (marriage, job entry, retirement)

In this perspective, career is defined to include

- the life of the person, not his or her chosen occupation (job settings have occupations, people have careers)
- the need to integrate all aspects of the person's life, including social, psychological, cognitive, as well as vocational dimensions
- both paid work and volunteer efforts

The goal of a comprehensive and developmental school guidance program is to help students cope successfully with all aspects of their development both in the present and the future.

Human Growth and Development Perspective

This perspective includes three domains.

Self-Knowledge and Interpersonal Skills helps students to

- understand themselves, their interests, aptitudes, values
- develop age-appropriate interpersonal skills
- accept themselves and others as unique individuals
- formulate vocational goals and plans for their future lifestyles

Life Roles, Settings, and Events help students to understand

- life roles (learner, citizen, consumer), life settings (home, school, work)
- life events (job entry, marriage, parenthood)
- the interrelationship among life roles, setting, and events
- the sociological, psychological, cultural and economic dimensions of the world

Life Career Planning helps students to understand

- the importance of decision making and planning in everyday experience
- the structure of the work world and the interrelationship of occupational categories
- the personal traits suited to these occupational categories
- the rights and responsibilities associated with living in society

Basic Studies and Occupational Preparation Perspective

This perspective includes the knowledge, skills and insights found within the academic subjects students follow within the school curriculum. Owing to increasing demands for additional knowledge and skill development in the work world, students need to be committed to the concept of life-long learning and to understand the interrelationships among education, work and leisure.

Two Major Delivery Systems

Within the school, there are two delivery systems: the **academic instructional program** and the **school counselling program**. The academic competencies are typically grouped under the traditional subject heading such as Mathematics or English. Within the school counselling program, the competencies may be listed under Self-Knowledge and Interpersonal Skills; Life Roles, Settings, and Events; and Life Career Planning. Currently the Department of Education has a curriculum designed to provide all student with experiences within these areas. There are many instances where student learning overlaps within these two delivery systems. For example, résumé writing could easily be included in the English program. The delivery systems must complement one another.

Program Focus

The school counselling program is viewed as an integral component of the total school program, not an add-on service provided for students, teachers and parents/guardians. It is developmental and includes a sequence of organized activities which are implemented by professionally trained counsellors and teachers with the support of school administration and parents/guardians. The school guidance program helps students to

- understand and respect themselves and others
- behave responsibly in the school, the family, and the community
- make wise choices, manage change successfully, and solve problems
- use their educational opportunities well
- communicate effectively
- plan and prepare for personally satisfying and socially useful lives

Rationale

There are several reasons why students need knowledge and skills to perform the above tasks.

Student Development

Students often feel depersonalized in the face of society and must be empowered to face life situations and be in control of their personal decision-making as well as in relationships with their peers.

Self-Knowledge

Due to high mobility as well as change in social roles, students often do not have an understanding of who they are and where they fit in. The school counselling program responds to such issues and gives students the competencies they need to understand themselves and others and to implement this self-understanding in everyday decision-making.

Decision-Making

Students need to develop skills to help them make their present and future decisions. They need to understand and clarify their values, identify the steps in the decision-making process, gather information, and apply decision-making skills to life experiences.

Changing Environments

Society is constantly changing and will continue to do so in the foreseeable future. Students need an understanding of what these changes are and the skills required to handle these transitions. Life roles will change, settings will change and technology will change. These changes will influence work and leisure, and students need to know how to cope.

Placement Assistance

Students require assistance in making transitions between school and school, and school and work. To help students with these transitions, employability skills such as the ability to complete an employment application, write a résumé, develop and maintain a portfolio, conduct a job search and participate in a job interview are required.

Relevant Education

School counselling programs seek to create a relevance between school and life by helping students see connections among school subjects, the world of work and their leisure activities.

SCHOOL COUNSELLING PROGRAM

DEFINITION

The Comprehensive and Developmental School Counselling Program is based on individual, school and community needs and organized around skill development goals. The program is delivered through the direct service program components of guidance curriculum, individual planning, responsive services, and program support and is implemented by qualified school counsellors. Additionally, the program provides indirect services supporting the total educational program.

The program is a developmental educational program responsible for assisting students to acquire knowledge and skills needed to develop

- X self-esteem
- X motivation to achieve
- X decision-making
- X goal-setting and planning skills
- X problem-solving skills
- X interpersonal effectiveness
- X communication skills
- X cross-cultural effectiveness
- X responsible behaviour

The developmental perspective recognizes that every student needs sound emotional and social skills in order to achieve optimum benefit from the educational program. The school counselling program is designed to systematically assist all students in our schools. It is implemented with the assistance of administrators and teachers. The program also assists individuals in resolving problems which prevent healthy development or which require remedial attention by addressing students who are

- at risk of dropping out of school
- educationally disadvantaged
- exceptional
- potential or involved substance abusers
- seeking vocational training
- teen parents/guardians
- threatening suicide
- victims of abuse or neglect

RATIONALE

The ever-increasing needs of children and the expectations of today's society impose growing demands on our educational system and its resources. Educators are challenged to educate students with diverse backgrounds to meet the demands of an internationally competitive, technological marketplace. At the same time, societal and other factors cause some of our children to attend school ill-equipped emotionally, physically, and/or socially to learn. Schools must respond by providing support for all students to learn effectively.

Community influences and societal changes contribute to identifying student needs which may not be met solely by classroom instructional programs. Meeting these needs is essential to individual growth, and can be accomplished through a planned educational program that combines instruction and counselling.

The school district provides a comprehensive and balanced school counselling program. The framework describes the elements common to the programs district-wide; however, each school designs its program to meet the district minimum expectations and to meet the needs of the community it serves.

Specific student needs that have been identified include

- someone to listen
- personal management skills
- career skills
- life skills
- goal-setting skills
- self-esteem
- learning to give of oneself
- problem-solving skills
- student advocate

ASSUMPTIONS

Effective implementation of a Comprehensive and Developmental School Counselling Program assumes the following:

Staff Assumptions

The school counsellors shall be professionally educated at the graduate level and shall have the training needed for fulfilling their responsibilities and specialized job assignments.

The school counsellors shall maintain and operate within the guidelines of the ethical standards specified by the code of ethics and standard practices for educators and the ethical standards prescribed by a counselling association, e.g. the Canadian Counselling Association.

The counsellors will competently and professionally carry out the following six basic roles:

- Program Management
- Guidance
- Counselling
- Collaborative Consultation
- Co-ordination
- Assessment

The counsellors are an integral part of the school community team which includes specialists, parents/guardians, health professionals, and other teachers, administrators and community representatives.

Conditions for effective program implementation will include administrative commitment to and support of the counselling programs, favourable interpersonal relations among the school staff, adequate physical resources, and an adequate budget.

The counselor-to-student ratio shall be appropriate to implement the comprehensive school counselling program as designed in this framework.

Program Assumptions

The counselling program

- services equally all students, parents/guardians, teachers and other recipients, regardless of gender, race, ethnicity, cultural background, sexual orientation, disability, socioeconomic status, learning ability level, or language
- guarantees the student access to the counsellor and the counsellor access to the student
- helps develop and protect students' individuality
- helps students function effectively with others in the school, home, and community
- helps all students develop competencies at all educational levels
- assists students in their personal, social, career and educational development
- provides consultation and coordination services to the teachers, parents/guardians, administrators, and others who work with students
- provides developmental as well as preventive and remedial services

- is both an integral part of and an independent component of the total education program
- is continuously refined through systematic planning, designing, implementing and evaluating

Adapted from

Gysbers, N. C. (1993). Planning, designing, implementing, and evaluating a comprehensive school guidance program.

APPENDIX B

Steering Committee

Principal/Vice-Principal

District Consultant

Counsellor

Community Representative

Teacher

Teacher

Parent

Parent

Parent

Student

Student

Comprehensive and Developmental School Counselling Program Checklist of Activities

Getting Organized

- Decide that change is necessary.
- Understand the local factors that influence transitions.
- Appreciate the challenges involved.
- Establish a Steering Committee.
- Meet with administrators: superintendents, consultants, principals to provide information and to gain support.

Adopting the Model

- Understand the content areas.
- Understand the structural components.
- Understand the program components.

Assessing the Current School Counselling Program

- Identify current resources and their usefulness.
- Identify current counselling activities.
- Identify who is served by the current program.
- Conduct a counsellor time and activity analysis.
- Write a report of the time and activity analysis.

Establishing the New Model

- Refer to the student outcomes by area and grade level.
- Conduct a needs assessment (involving students, teachers, parents/guardians).
- Identify the desired percentage of counsellor time by program component.
- Specify the counselling activities for each program component on the basis of the time allotment.
- Develop manuals to accompany each activity.

Implementing the Model

- Write counsellor job descriptions.
- Set up a budget for the new program.
- Bring counselling facilities in line with the program.
- Conduct information sessions with educators, parents/guardians, community.
- Develop a plan to re-assign non-counselling activities to other school personnel.
- Develop a yearly plan for the total counselling program.
- Adhere to the Canadian Counselling Association Code of Ethics.
- Understand provincial laws which have implications for counselling activities.

Assess the Program, its Personnel and Results

- Write guidelines and indicators based on the program structures and their activities.
- Construct appropriate forms to assess learning-related and service-related goals.
- Encourage participation in professional growth activities.
- Survey users (students, teachers, parents/guardians) as to their use and satisfaction with the program.

Guiding Principles

(Developed by the Steering Committee)

The following are examples of principles which could be developed by a Steering Committee to guide its planning and delivery of activities and services within the Comprehensive and Developmental School Counselling Program.

- to promote communication and establish connections among the school, home and community agencies
- to develop and implement appropriate pro-social activities and services
- to promote acceptance of diversity within the school
- to inform those within the school community about available services and programs
- to monitor and evaluate the effectiveness of the school counselling program and its relation to the school mission statement
- to assist students to assume responsibility for their learning and behaviours
- to provide support and guidance to assist in the teaching/learning process

Time and Activity Analysis Log

Time	Curriculum	Individual Planning	Responsive Services	Program Support	Non-guidance Administrative Activities
	Classroom Activities, Group Activities	Individual Advisement, Individual Assessment, Placement, Vocational/ Occupational Exploration	Consultation, Personal Counselling, Small Groups, Individual Counselling, Crisis Counselling, Referral	Research, Community Development, Curriculum Development, Professional Development	Bus Duty, Lunchroom Duty, Balancing Class Size, Scheduling Students, Teaching, Corridor Duty
8:00 - 8:45					
8:45 - 9:30					
9:30 - 10:15					
10:15 - 11:00					
11:00 - 11:45					
11:45 - 1:00					
1:00 - 1:45					
1:45 - 2:30					
2:30 - 3:15					
3:15 - 4:00					
4:00 - 4:45					
4:45 - 5:30					

Activity, Service/Student Focus/ Outcomes/Indicators

(For each Counselling Activity/Service)

Activity/Service	Student Focus	Outcomes	Indicators

Why is this activity/service important?

Overall Importance:

Community Agency Support Services

Agency	Telephone Number	Contact Person	Service Provided

School District Support Services

Name	Telephone Number	Service Provided

Program Resources

(Equipment)

Number	Equipment	Date Serviced

Summary Identification of Resources and Their Use

Category	Resource	Satisfactory	Not Satisfactory	Not Now Important
Human Resources	number of people involved in the program			
	professional qualifications of people involved in the program			
	counsellor-student ratio			
	current program focus			
	time devoted to the program			
Financial Resources	current program budget			
	space facilities			
	existing equipment			
	program support materials			
Political Resources	school/district policy statement			
	superintendent's support			
	school administrator's support			
	teachers' support			
	counsellors' support			

Master Plan

(In chronological/priority order)

Task	Deadline	Responsibility

Use of Counsellor's Time: Percentage/Program Component

School Level: _____

	Current	Desired
Guidance Curriculum		
Individual Planning		
Responsive Services		
Program Support		

Sample Role Description

Elementary School Counsellor

Primary Functions

The counsellor is to provide a comprehensive counselling program for students in grades K to 5. The counsellor provides activities and services to meet the needs of students, and, as well, consults with teachers and parents/guardians to enhance their effectiveness in helping students and provide support to other elementary school programs.

Major Professional Responsibilities

- helps to implement, provide resources for, and/or team-teach the elementary guidance curriculum
- counsels groups and individual students through the development of educational and career awareness
- counsels small groups and individual students with problems
- consults with teachers and parents/guardians in meeting the developmental needs of students
- refers students when necessary to appropriate community resources in consultation with their parents/guardians
- assesses and revises the school counselling program
- engages in professional growth

Sample Role Description

Middle School Counsellor

Primary Functions

The counsellor is to provide a comprehensive school counselling program for students in grades 6 to 8. The counsellor provides activities and services to meet the needs of students, consults with teachers and parents/guardians to enhance their effectiveness in helping students and provides support to other middle school educational programs.

Major Professional Responsibilities

- oversees and/or assists in implementing the middle school guidance curriculum
- counsels groups and individual students through the exploration of educational and career plans
- counsels small groups and individual students with problems
- consults with teachers and parents/guardians in meeting the developmental needs of students
- refers students with problems to appropriate community resources in consultation with their parents/guardians
- assesses and revises the school counselling program
- engages in professional growth activities

Sample Role Description

High School Counsellor

Primary Functions

The counsellor is to provide a comprehensive school counselling program for students in grades 9 - 12. The counsellor provides activities and services to meet the needs of students, consults with teachers and parents/guardians to meet students needs, when appropriate; and provides support to other high school educational programs.

Major Professional Responsibilities

- oversees and/or assists in implementing the high school guidance curriculum
- counsels groups and/or individual students through the development of their educational and career plans
- counsels small groups and individual students with problems
- consults with other educators and/or parents/guardians to meet the developmental needs of students
- refers students with problems to appropriate community resources in consultation with their parents/guardians
- assesses and revises the school counselling program
- engages in professional growth

Example of Program Standards

Legend: na - does not apply; 1 - not implemented; 2 - weakly implemented; 3 - average implementation; 4 - strongly implemented; 5 - fully implemented.

Curriculum

- | | | | | | | |
|---|----|---|---|---|---|---|
| 1. Developmentally appropriate student outcomes are specified for each grade level. | na | 1 | 2 | 3 | 4 | 5 |
| 2. Outcome selection is based on an assessment of student needs for guidance instruction. | na | 1 | 2 | 3 | 4 | 5 |
| 3. The curriculum is taught to class-sized groups of students. | na | 1 | 2 | 3 | 4 | 5 |

Individual Planning

- | | | | | | | |
|--|----|---|---|---|---|---|
| 1. Individual planning activities are preceded by pertinent guidance instruction. | na | 1 | 2 | 3 | 4 | 5 |
| 2. There is a systematic approach to helping students make appropriate career choices. | na | 1 | 2 | 3 | 4 | 5 |

Responsive Services

- | | | | | | | |
|--|----|---|---|---|---|---|
| 1. Students in need are assisted in solving immediate problems that interfere with their personal, social, career, and/or educational development. | na | 1 | 2 | 3 | 4 | 5 |
| 2. A balance of service is maintained for students with preventive-and remedial-level needs. | na | 1 | 2 | 3 | 4 | 5 |
| 3. The school counselling department maintains an adequate list of referral sources. | na | 1 | 2 | 3 | 4 | 5 |

Program Support

- | | | | | | | |
|--|----|---|---|---|---|---|
| 1. Counsellors use professional growth opportunities | na | 1 | 2 | 3 | 4 | 5 |
| 2. Counsellor involvement in non-guidance activities is streamlined. | na | 1 | 2 | 3 | 4 | 5 |
| 3. Time is provided for guidance program/activity planning and evaluation. | na | 1 | 2 | 3 | 4 | 5 |
-

Counselling Program Questionnaire Students' Perspective

Directions: Please read each statement carefully. There are no right or wrong answers. Just check the space that best describes how you feel about each statement concerning the school counselling activities in your school.

The school counselling program helps me to	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. plan my schedule	_____	_____	_____	_____	_____
2. recognize my abilities	_____	_____	_____	_____	_____
3. solve personal problems	_____	_____	_____	_____	_____
4. learn how to study	_____	_____	_____	_____	_____
5. learn how to resolve conflicts	_____	_____	_____	_____	_____
6. learn about the world of work	_____	_____	_____	_____	_____
7. know myself	_____	_____	_____	_____	_____
8. Share my ideas and feelings with others	_____	_____	_____	_____	_____
9. learn how to deal with grief	_____	_____	_____	_____	_____
10. be responsible for my behaviour	_____	_____	_____	_____	_____

APPENDIX C

Needs Assessment Questionnaire

For Students, Parents/guardians and Teachers

The purpose of this questionnaire is to provide information to the school about the current **Counselling Activities and Services** within _____ School. Your views will be helpful in developing a comprehensive and developmental school counselling program.

You are asked to consider each statement thoughtfully and respond to it honestly. Your cooperation is gratefully appreciated. If you have any questions, please feel free to contact the school for further information.

Begin with Question 1: (Circle the appropriate response)

1. I am (A) student
(B) parent or guardian
(C) teacher
(D) interested person from the community

2. If you are a student, or parent/guardian, please indicate the student's current grade
(A) K - grade 5
(B) grade 6 - 8
(C) grade 9 - 12

For each of the following items, please read each statement, considering the phrase "**The school counselling program should,**" then indicate your response with one of the following:

1. Strongly Disagree
2. Disagree
3. Undecided or Neutral
4. Agree
5. Strongly Agree

The school counselling program should	Strongly Disagree	Disagree	Undecided Neutral	Agree	Strongly Agree
help students in long-term educational planning					
counsel students regarding course selection / changes					
provide help in study skills					
provide information on summer school, night classes					
provide information on co-operative education/apprenticeship programs					
counsel students who leave school early					
help students to prepare college and/or university applications					
help students with career planning					
provide information about occupations, job availability, and future trends					
provide encouragement to male / female students with respect to under represented occupations					
help students identify interests, abilities and values and how these relate to occupations					
help students to complete the CHOICES, a computerized career-search program					
arrange for representatives from business and educational institutions to speak to students					
assist students to prepare résumés, job applications, and portfolios					
provide information about college and university programs					
counsel students who have personal/social concerns (e.g. self-esteem, lack of confidence, stress, manage anger, etc.)					
counsel students with family problems					

The school counselling program should	Strongly Disagree	Disagree	Undecided Neutral	Agree	Strongly Agree
help students find emergency shelter when necessary					
provide instruction for students on personal and social skills (e.g. decision-making skills, self-esteem, use of leisure time)					
conduct follow-up studies on early school leavers					
refer students for assessment and/or in-depth counselling with outside agencies					
co-ordinate meetings of specialized personnel who are involved with a particular student					
act as a student advocate in relationship problems between students and teachers					
initiate contact with parents/guardians about their child's needs					
respond to concerns and/or questions from parents/guardians					
present workshops and/or information sessions for parents/guardians (e.g. parenting, child and adolescent development)					
be available to talk to parent after school					
provide workshops and/or information sessions for parents/guardians (e.g. course selection, educational planning, post-secondary educational information)					
provide information to teachers about various support services available in the school					
provide information to teachers about various support services available outside the school					
provide workshops and/or information sessions to teachers to help them assist students with academic planning					

The school counselling program should	Strongly Disagree	Disagree	Undecided Neutral	Agree	Strongly Agree
provide assistance to teachers in curriculum development (e.g. integrating career information with academic subjects, developing special educational programs for students)					
act as a liaison for community groups					
supervise the maintenance of cumulative record cards					
carry out the updating of credit checks for students					
provide liaison for feeder schools					
process applications for colleges and universities					
process summer school applications					

Note:

This needs assessment is a synthesis of several instruments used in the province of New Brunswick. Generally, needs assessment instruments are used with students from grades 8 - 12.

Summarizing Priorities from the Needs Assessment Results

Most important for

Students Parents/Guardians Teachers Community Personnel

- 1.
- 2.
- 3.
- 4.
- 5.

Least Important for

Students Parents/Guardians Teachers Community Personnel

- 1.
- 2.
- 3.
- 4.
- 5.

Areas of Consensus

- 1.
- 2.
- 3.
- 4.
- 5.

Monthly Record

Program Component: Individual Planning _____
Responsive Services _____

Month: _____

1. Number of individual counselling sessions:
2. Individual counselling issues addressed:

3. Number of small-group counselling sessions:
4. Number of students who participated:
5. Group counselling issues addressed:

6. Number of collaborative consultations held:
 1. with teachers
 2. with parents/guardians
 3. with professionals outside the school
7. Consultation issues:

8. Number of referrals:
9. Referral issues:

Comprehensive and Developmental School Counselling Program Progress Report

<u>Area and Content</u>	<u>Needs Attention Or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
Planning			
A schedule of comprehensive guidance and counselling activities is maintained.	_____	_____	_____
Goals for the year are established; plans to work on the goals are developed; progress is assessed at the end of the year.	_____	_____	_____
The value and use of guidance and counselling activities is validated through intermittent feedback from students, teachers and parents.	_____	_____	_____
The counsellor's workload centers around a Master Calendar of guidance activities that is built with a high degree of involvement of administrators and teachers.	_____	_____	_____
Comments: _____			

Name: _____
School: _____
District: _____
Number of counsellors in the school: _____
Percentage of time devoted to guidance: _____
Student Population: _____

Area and Content

**Needs Attention
Or Improvement**

**Operating
Sufficiently Well**

**Exceptionally
Well Done**

Guidance Curriculum

All **three** strands of the *Personal Development & Career Planning Curriculum, K-12* are taught to **all** students in class size groups.

The suicide awareness and prevention module has been completed with at least the grade 10 students. This includes staff and parent information sessions.

The counsellor maintains a schedule of classroom presentations/activities.

The counsellor has outlines of structured group experiences used in classroom activities with theme and purpose identified.

The counsellor conducts groups outside the classroom to respond to students' identified interests and needs.

Comments: _____

Name: _____

School: _____

District: _____

Number of counsellors in the school: _____

Percentage of time devoted to guidance: _____

Student Population: _____

<u>Area and Content</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
Individual Planning			
<p>All students are provided information and are assisted in applying the skills necessary to make plans and to take the next appropriate steps toward their established goals.</p>	_____	_____	_____
<p>Individual planning activities are preceded by pertinent guidance instruction.</p>	_____	_____	_____
<p>Students are assisted in learning and using the decision-making process as a part of long-range planning and the making of choices on a daily basis.</p>	_____	_____	_____
<p>Students are assisted in the assessment and interpretation of their abilities, interests, skills and achievement.</p>	_____	_____	_____
<p>Students are assisted in the selection of their course work and other curricular activities that lead to realization of their personal, educational and career plans.</p>	_____	_____	_____
<p>Students are assisted in their decision-making that accompanies transitions from one educational program to another, or from one school to another, or from school to work.</p>	_____	_____	_____
<p>Students are assisted in securing information to explore career and life role possibilities, to plan personal, educational and career goals, and to revise such plans as fit their current stages of development. <i>Resource for the Transition of Students With Exceptionalities From School To Work or Post Secondary Education and Adult Life</i> is consulted and guidelines are followed.</p>	_____	_____	_____
<p><i>Linking To The Future: Career and Educational Portfolio</i> is maintained and utilized by all students on a regular basis.</p>	_____	_____	_____

Area and Content

Needs Attention
or Improvement

Operating
Sufficiently Well

Exceptionally
Well Done

CHOICES/Career Futures are available and encouraged for all students.

Comments:

Name: _____

School: _____

District: _____

Number of counsellors in the school: _____

Percentage of time devoted to guidance: _____

Student Population: _____

<u>Area and Content</u>	<u>Needs Attention Or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
Responsive Services			
Students in need are assisted in solving immediate problems that interfere with their healthy personal, social, career, and/or educational development.	_____	_____	_____
A balance of service is maintained for students with preventive and remedial level needs.	_____	_____	_____
There is a systematic provision of responsive service as follows:			
- group counselling	_____	_____	_____
- individual counselling	_____	_____	_____
- staff consultation	_____	_____	_____
- parent consultation	_____	_____	_____
- referral to other specialists	_____	_____	_____
Specific procedures for identification and referral of students for counselling have been established and circulated to teachers and parents.	_____	_____	_____
A current list of referral sources is maintained.	_____	_____	_____
A follow-up is done for each student referred.	_____	_____	_____
The degree to which a counsellor's time in the area of responsive services matches that which best meets the assessed needs of the total student population is evaluated.	_____	_____	_____

Comments: _____

Name: _____
School: _____
District: _____
Number of counsellors in the school: _____
Percentage of time devoted to guidance: _____
Student Population: _____

<u>Area and Content</u>	<u>Needs Attention or Improvement</u>	<u>Operating Sufficiently Well</u>	<u>Exceptionally Well Done</u>
Systems Support			
Communication mechanisms are established which facilitate collaboration between the guidance department and administration.	_____	_____	_____
Communication mechanisms are established which facilitate collaboration between the guidance department and the instructional departments.	_____	_____	_____
Counsellors are encouraged to utilize professional growth opportunities.	_____	_____	_____
Counsellors attend summer institutes.	_____	_____	_____
A well organized, attractive, student-friendly and functional guidance information centre is maintained.	_____	_____	_____
Meetings with the administration are periodically held to monitor or evaluate the effectiveness of the comprehensive and developmental guidance program.	_____	_____	_____
Orientation to students and in-service for teachers is provided, including inservice for staff on suicide awareness and prevention; Linking To The Future; Personal Development and Career Planning Curriculum and Comprehensive & Developmental Guidance Program.	_____	_____	_____
Assistance in the performance of non-guidance functions does not detract from the guidance and counselling program (e.g., registration of students, administration of standardized tests, keeping of school records, etc.).	_____	_____	_____
A public relations program is planned for staff, parents and community.	_____	_____	_____

Area and Content

**Needs Attention
or Improvement**

**Operating
Sufficiently Well**

**Exceptionally
Well Done**

Counsellors engage in activities to become knowledgeable about and use community resources, employability opportunities and the local labour market.

Comments, if any: _____

Name: _____

School: _____

District: _____

Number of counsellors in the school: _____

Percentage of time devoted to guidance: _____

Student Population: _____

Elementary School Guidance Calendar

	Curriculum Programs/Activities 35% - 45%	Individual Planning 5% - 10%	Responsive Services 30% - 40%	System Support 10% - 15%	Other
August					
September					
October					
November					
December					

Name: _____ School: _____ Time allotted for guidance: _____

Elementary School Guidance Calendar

January					
February					
March					
April					
May					
June					

Name: _____

School: _____

Time allotted for guidance: _____

Elementary School Guidance Calendar

Ongoing	<ul style="list-style-type: none"> • Classroom Activities • Group Activities • Guest Speakers • Curriculum Support / Development 	<ul style="list-style-type: none"> • Portfolios 	<ul style="list-style-type: none"> • Information Seekers • Attendance • Medical • Mental Health • Death in Family • Family Issues • Discipline • Behaviour Referrals • Alcohol/Drugs • Etc. 	<ul style="list-style-type: none"> • Student Services Team meetings (Weekly) • Announcements • Update Guidance Materials
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Name: _____ School: _____ Time allotted for guidance: _____

Elementary School Guidance Calendar

Planning Ideas / Implementation Process:

Ideally planning is done in June for the next school year.

Look at each month for key events.

Use Bulletin Boards, often located outside the Guidance Office, for information sharing.

Create newsletters.

Send update memos to staff.

Ask to have Guidance put on agenda for staff meetings.

Prepare mini-courses (1-2 classes in length to be delivered by you and / or classroom teachers.)

Coordinate assemblies for some or all grade levels.

Have special lunch hour speakers.

Visit homerooms or classrooms for presentations.

Name: _____ School: _____ Time allotted for guidance: _____

Middle School Guidance Calendar

	Curriculum Programs/Activities 25% - 35%	Individual Planning 15% - 25%	Responsive Services 30% - 40%	System Support 10% - 15%	Other
August					
September					
October					
November					
December					

Name: _____ School: _____ Time allotted for guidance: _____

Middle School Guidance Calendar

January					
February					
March					
April					
May					
June					

Name: _____

School: _____

Time allotted for guidance: _____

Middle School Guidance Calendar

Ongoing			
<ul style="list-style-type: none"> • Classroom Activities • Group Activities • Guest Speakers • Curriculum Support / Development 	<ul style="list-style-type: none"> • Portfolios 	<ul style="list-style-type: none"> • Information Seekers • Attendance • Medical • Mental Health • Suicide Teen Parent • Death in Family • Family Issues • Discipline • Alcohol/Drugs • Etc. 	<ul style="list-style-type: none"> • Student Services
		<ul style="list-style-type: none"> • Team meetings (Weekly) • Announcements • Update Guidance Materials 	

Name: _____ School: _____ Time allotted for guidance: _____

Middle School Guidance Calendar

Planning Ideas / Implementation Process:

Ideally planning is done in June for the next school year.

Look at each month for key events.

Use Bulletin Boards, often located outside the Guidance Office, for information sharing.

Create newsletters.

Send update memos to staff.

Ask to have Guidance put on agenda for staff meetings.

Prepare mini-courses (1-2 classes in length to be delivered counsellors or teachers.)

Coordinate assemblies for some or all grade levels.

Have special lunch hour speakers.

Visit Homerooms or classrooms for presentations.

Name: _____ School: _____ Time allotted for guidance: _____

High School Guidance Calendar

	Curriculum Programs/Activities 15% - 25%	Individual Planning 25% - 35%	Responsive Services 25% - 35.5%	System Support 10% - 15%	Other
August					
September					
October					
November					
December					

Name: _____ School: _____ Time allotted for guidance: _____

High School Guidance Calendar

January					
February					
March					
April					
May					
June					

Name: _____

School: _____

Time allotted for guidance: _____

High School Guidance Calendar

Ongoing	<ul style="list-style-type: none"> • Classroom Activities • Group Activities • Guest Speakers • Curriculum Support / Development 	<ul style="list-style-type: none"> • Portfolios 	<ul style="list-style-type: none"> • Information Seekers • Attendance • Medical • Mental Health • Suicide Teen Parent • Death in Family • Family Issues • Discipline • Behaviour Referrals • Alcohol/Drugs 	<ul style="list-style-type: none"> • Student Services Team meetings (Weekly) • Announcements • Update Guidance Materials
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Name: _____ School: _____ Time allotted for guidance: _____

High School Guidance Calendar

Planning Ideas / Implementation Process:

Ideally planning is done in June for the next school year.

Look at each month for key events.

Use Bulletin Boards, often located outside the Guidance Office, for information sharing.

Create newsletters.

Send update memos to staff.

Ask to have Guidance put on agenda for staff meetings.

Prepare mini-courses (1-2 classes in length to be delivered by counsellors or teachers.)

Coordinate assemblies for some or all grade levels.

Have special lunch hour speakers.

Visit Homerooms or classrooms for presentations.

Name: _____ School: _____ Time allotted for guidance: _____