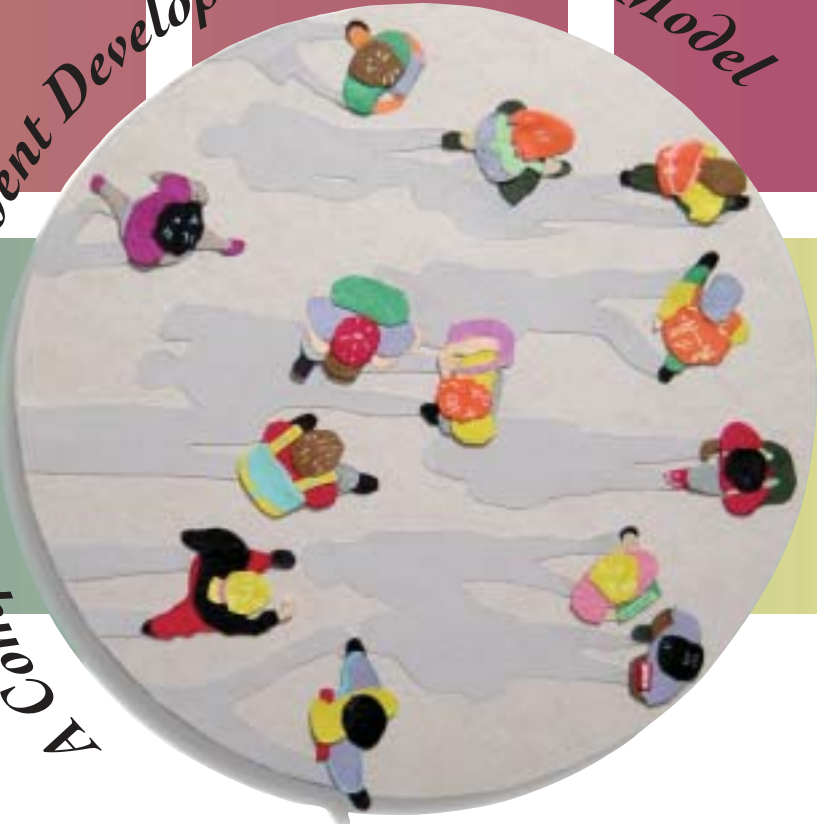


Administrator's Guide to Florida's School Counseling and Guidance Framework

A Comprehensive Student Development Program Model



*Let me introduce myself and explain my rationale. As your
guidance plan, this is an opportunity to consider me your pal!
My mission is to deliver with acuity. Let me light your way!
I'm your proactive beacon, your foundation, your mainstay!*

*My four domains are developmental for ALL students, you see?
I'm outcome oriented! You can depend on me!
Use me! I'm relevant! My accountability is strong!
With my competencies and indicators, how can you go wrong?*

*Of course, a word of caution... I'm a powerful paradigm!
There are those that will mock, even scorn you, and say there is not time.
So, integrate me into the curriculum. Put me everywhere!
In a healthy, encouraging, learning environment...I fit there!*

*Involve parents, teachers, community! Be comprehensive in your scope!
Translate me into action! I'm here to provide your hope!*

***Administrator's Guide
to Florida's School Counseling
and Guidance Framework:***

A Comprehensive Student Development
Program Model





Acknowledgements

Many individuals contributed valuable input in the formulation of the positions and ideas set forth in this document. In particular, appreciation is extended to members of the Student Development Steering Committee for their vision and contribution to revising Florida's Framework for Counseling and Guidance Programs. Many hours were spent discussing how to improve school counseling programs and defining the role of the school counselor. This document was first published in 1995 with the principal authors, F. Donald Kelly, Florida State University; Gary W. Peterson, Florida State University; and Robert D. Myrick, University of Florida. The revision was completed through the Division of Workforce Development, Department of Education with direct input and writing from the Student Development Steering Committee. Thanks to Peggy Land for writing the poem for the guidance plan.

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Foreword

Florida's School Counseling and Guidance Framework is a work in progress in that it represents the continuing development of school counseling programs for K-12 schools. When first developed in 1995, this document represented a departure from prior "guidance" program models to a model that stressed a student curriculum based on four content areas. It incorporated school-to-work concepts, served all students, and provided a set of strategies to develop, implement, and evaluate comprehensive student development programs. The National Career Development Guidelines helped to shape the career development standards and competencies. These guidelines have been used in Florida since 1987 when the Blueprint for Career Preparation was first implemented.

Florida's School Counseling and Guidance Framework was developed to assist local districts in developing or revising their district plans for counseling and guidance. It can be used as a resource in the planning, development, implementation, and evaluation of a school counseling and guidance program that supports the personal, social, educational, and career development of all students.

Since the original writing, the American School Counseling Association has promulgated national school counseling standards and has recast the role of the school counselor in terms of these curriculum standards and the skills and competencies counselors need to successfully implement the curriculum. In addition, the National Consortium for State Guidance Leadership has developed the National Framework for State Programs of Guidance and Counseling. The framework includes standards for the structure and delivery of a comprehensive counseling and guidance program.

As a transitional document, one that continues to bring the most contemporary practices and perspectives to practicing school counselors, the review and revision team felt it important to use consistent and updated language to describe the program and its major constituents. Preferred terms include "school counselor" instead of guidance counselor as the certified professional who uses counseling, coordinating, consulting, and curriculum developing and delivery skills to implement the program. The program that defines the activities and program evaluation methods is called a comprehensive student development program. The curriculum frameworks are those for a counseling and guidance program. The term guidance is preserved as part of the program to help identify the transition from a guidance model to a student development/school counseling program model.

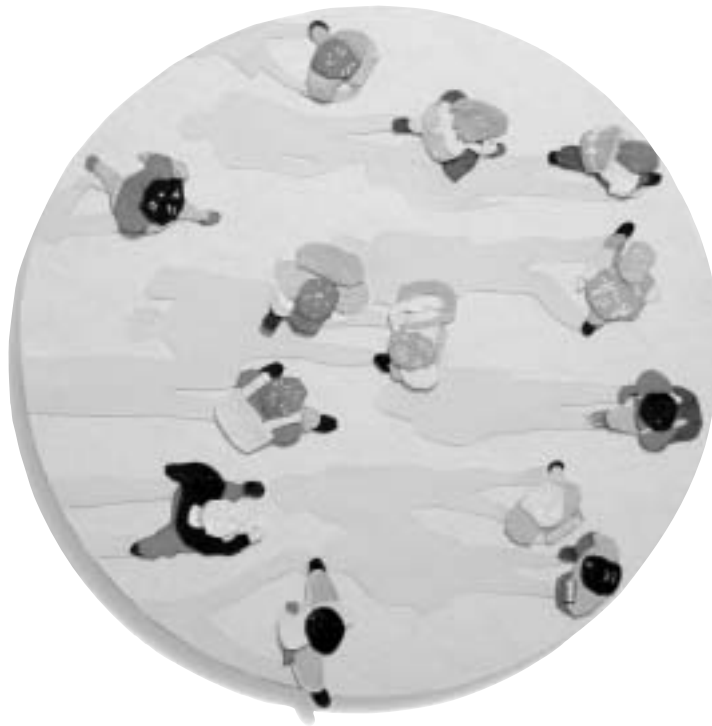
This Administrator Guide is a summary of Florida's School Counseling and Guidance Framework. In addition, emphasis is placed on administrative support for the program as well as research showing the impact of counseling and guidance on student success.



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*All students benefit from a comprehensive
counseling and guidance program.*

Introduction

Counseling and guidance programs have gone through an evolution over several decades. The movement was initiated in 1957 with the Soviet Union's launch of the Sputnik satellite and the realization that the United States was far behind in the race for space exploration (Gibson & Mitchell, 1995). Federal funding was appropriated to train guidance counselors who would identify talented and gifted high school students and guide them into mathematics and science courses and subsequently into college as majors in the hard sciences (Schmidt, 1999). Thus, the mission of guidance programs was clearly articulated in terms of specific student outcomes. This mission was energetically pursued and accomplished in the late 1960s with the U.S. space program's lunar landing.

Since that time, the mission of counseling and guidance programs has become increasingly vague and obscure. Some programs focus on special populations of students, others on disruptive behavior and discipline problems, while others have an administrative emphasis (Baker, 1995). Staff of such programs assume various tasks such as scheduling, substitute teaching,

hall monitoring, and record keeping. The constant and overwhelming needs posed by a "demand-driven" or crisis-oriented model allow little time for members of a counseling staff to address important developmental issues in students' lives and interfere with the establishment of a clear mission that gives focus and coherence to the program (Myrick, 1993). As a consequence, counseling programs are sometimes viewed as expensive, ancillary services whose activities have little direct relevance to the educational goals of the school.

To maximize their potential contribution to the educational mission of the school, counseling and guidance programs must undergo a paradigm shift in philosophy, mission, goals, and activities. This document represents a conceptual shift from school guidance to student development. The term "student development" emphasizes the outcome toward which we are working, rather than the services required to deliver that outcome. The new paradigm of student development would draw upon the best aspects from the counseling and guidance tradition and would also implement novel ideas that relate to the mission of educating children for the future.

A comprehensive counseling and guidance program is an essential component of the total instruction program that provides all students the opportunity for optimum development.





The following chart highlights some of the changes associated with a paradigm shift from a traditional guidance program to a comprehensive student development program.

Traditional Guidance	Comprehensive Student Development
Isolation	Collaboration
Reactive	Proactive
Crisis	Prevention and crisis
Adjustment	Development
Deficiencies	Strengths
Limited scope	Comprehensive scope
Detached from curriculum	Integrated into curriculum
Process oriented	Outcomes oriented
Special student populations	All students
Career information service	Career planning and development
Unplanned activities	Planned daily activities
Guidance staff	All school personnel
Accountability weak	Accountability strong

Traditional approaches to guidance are no longer relevant for today's needs. Many positive changes are occurring in school counseling programs throughout the state but much change still has to occur in how school counseling is conceptualized and how its services are delivered. More than ever, comprehensive counseling and guidance programs are critical to help prepare students to meet the challenges of the future.

A comprehensive counseling and guidance program is an essential component of the total instruction program that provides all students the opportunity for optimum development. The program is designed, implemented, and managed by professionally trained and certified specialists who provide a systematic array of curriculum, interventions, and services. They work collaboratively with school staff, families, and members of the community to provide seamless transitions from school-to-school and school-to-career so that all are productive citizens and effective leaders.

Counseling and guidance programs promote student success through a focus on academic achievement, prevention and intervention activities, advocacy, and social/personal/emotional and career development. The program provides students with the opportunity to learn more about themselves and others before they have problems resulting from self-concept issues. They learn interpersonal skills before they have an interpersonal crisis. In crisis situations, they can draw on their skills to address their problems. Every student needs sound emotional and social skills to achieve optimum benefits from the educational program.

Counseling and Guidance Impact on Student Achievement and Life Success

The connection between comprehensive counseling and guidance programs and school academic accountability begins with the establishment of academic standards for students. Academic standards articulate a common core of knowledge and skills that every student should possess. They define what each student should know and do in a core set of subjects. They provide a solid foundation for future learning and give students, teachers, and parents consistent targets to meet. Standards form the heart of school improvement. Academic standards set high expectations that drive curriculum and, when fully aligned with the assessment and accountability system, give schools the information they need to re-evaluate and strengthen their programs.

Counseling and Guidance Addresses Barriers to Learning

In 1998, the UCLA Center for Mental Health in Schools published a report to encourage school boards to increase their focus on addressing barriers to learning in our nation's schools. The report described the "enabling components" as an important partner with the "instruction and management" components of the school environment. Until the barriers hindering the performance and learning of students are assimilated into the overall efforts of the schools and school districts, little change will take place. School counseling programs must become a contributing part of this enabling component in the schools.

The UCLA report states that while emphasis on higher expectations, assessment, waivers, and accountability is important, such demands are not enough to turn around schools where large numbers of students are performing poorly. In such settings, there is also a need for comprehensive, multifaceted approaches for addressing barriers to learning and teaching.

The Content of Counseling and Guidance

A comprehensive counseling and guidance program sets student standards for competencies to be achieved, contains a body of content, and uses a variety of strategies to deliver this content to all students. The program is evaluated and held accountable for its results, as well as for whether certain functions or activities are in place. The goal or outcome of all counseling and guidance programs is learning. All program content and intervention strategies must focus on learning. The guidance program, in collaboration with other programs, is also accountable for district goals and missions that ensure student learning.

Counseling and guidance programs must address whatever interferes with a student's ability to learn, to succeed, and to participate in the learning process. Although the content of school counseling programs addresses such results as social and personal adjustment, educational and career planning, and human growth and development, it is how these results enhance learning that justifies the existence of the program. Academic excellence requires personal excellence and the ability of an individual to utilize the educational opportunities available. The content of the program and the varying strategies used to implement that content are the means to the end.

The content of counseling and guidance programs addresses student needs. These needs are expressed as the gap, or the difference, between the expected progress and the actual progress in the student's personal, social, academic, and career development. Competency in these developmental areas facilitates learning and achievement. For growth and development, it is critical for students to acquire, at an early age, a solid base of motivation, aspirations, positive

Chapter 1





attitudes, self-acceptance, and knowledge of alternatives. And it is critical for students to continue to build on these throughout life.

Competencies such as study skills, test-taking skills, resource utilization, problem-solving skills, interpersonal and social skills, educational and career planning skills, self-esteem, self-knowledge, career awareness and exploration, employability skills, decision-making skills, conflict resolution, communication skills, personal responsibility, and community involvement form a core content of student development programs.

These competencies serve as intermediate outcomes in their own right. Yet they, in turn, also allow students to more fully and effectively participate in and use the learning opportunities available in school and in the community. They, in essence, facilitate the long-term outcome of all programs...learning, achievement, and attainment of the school district's mission and goals.

STUDENT LEARNING – The Goal of Counseling and Guidance Programs

The content and strategies of the counseling and guidance program will vary with student needs, but its primary goal, student learning, never changes. The program content, however, should not be viewed as a prescription of the counselor's role, but rather as a description of a plan to collaborate with other school programs to enhance student achievement. The program must identify ways that counselors can share responsibility for and establish an ownership of the district's goals and mission.

School counselors must reaffirm their commitment to and involvement with learning. Although counselors are not directly responsible for what teachers teach, they contribute, with other staff and parents to how students learn, and consequently, for what students learn. Counselors, teachers, parents, and the community must collaborate in managing learning, recognizing that the primary cause of learning is the student, not the staff.

It is this focus on student standards, the collaboration with other programs, and the exercise of leadership and management skills that can provide the greatest contribution to achieving the school district's mission and goals. Assuming more accountability, meeting students' learning needs, learning continually, and transforming programs and the community to be receptive to learning—all have a place in comprehensive counseling and guidance programs.

All programs seek success, achievement, and learning for all students. Every counseling and guidance program can seek and plan for nothing less.

*The above article was adapted from the National Framework for State Programs of Guidance and Counseling, 2000 and may not represent the terminology chosen for Florida's School Counseling and Guidance Framework.

COUNSELING AND GUIDANCE PROMOTES READINESS FOR STUDENT ACHIEVEMENT

How does a comprehensive counseling and guidance program promote readiness for student achievement? Figure 1 portrays a path model of the components of a comprehensive counseling and guidance program that demonstrates the relationships between:

- (1) "Readiness to learn" (the guidance function) and "Learning in the curriculum,"
- (2) "Learning in the curriculum" and "Measures of student achievement," and
- (3) "Measures of student achievement" and the desired "Outcomes of educational programs."

According to the model, the initial state of "readiness to learn" involves the attainment of skills, knowledge, and attitudes (SKAs) that prepare students to acquire the learning objectives of the formal curriculum as specified in the Florida Sunshine State Standards. A description of the components of the model is as follows:

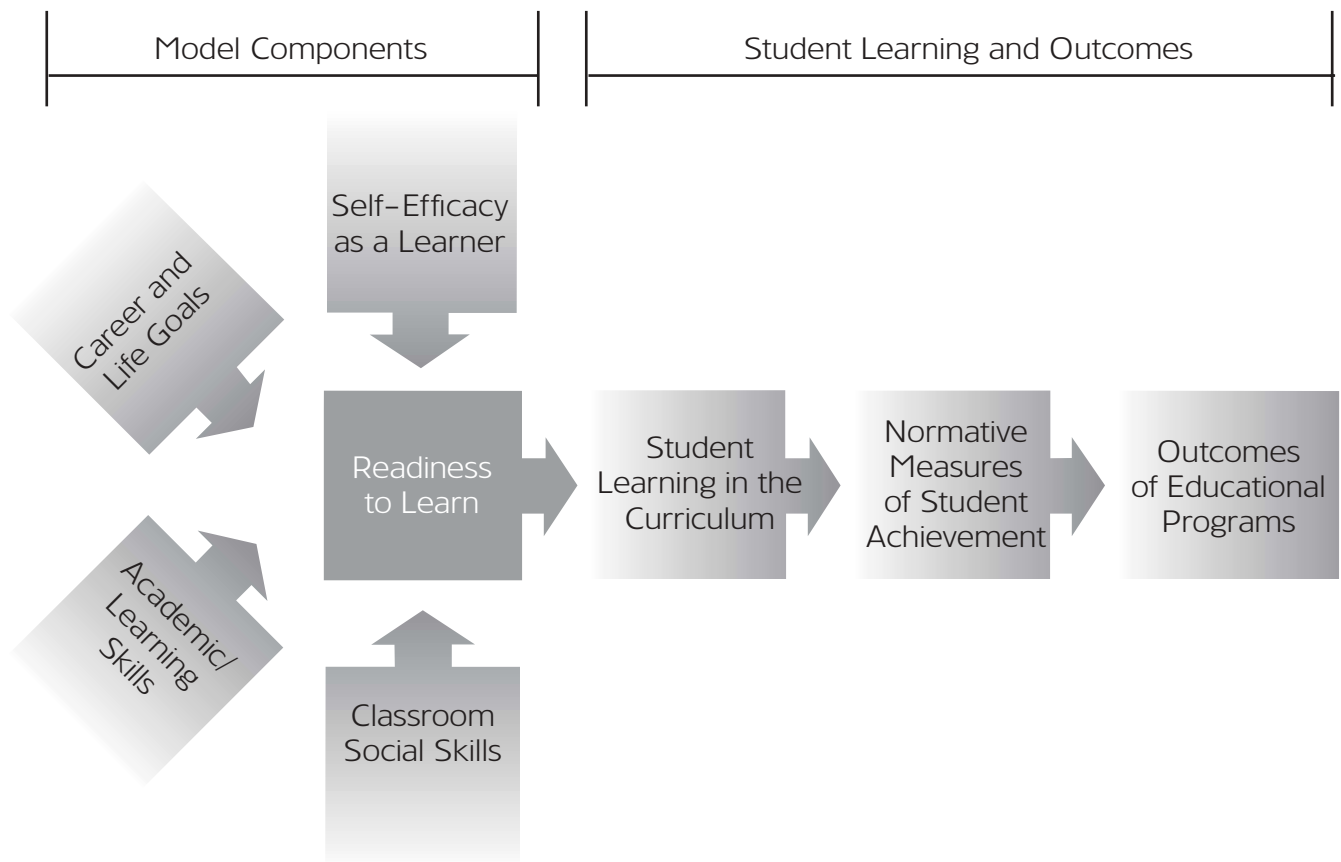


Figure 1. Components of Comprehensive Counseling and Guidance Model and Its Impact on Student Learning and Achievement and Educational Outcomes

Readiness to learn

Not all students come to school prepared to take advantage of the opportunities to learn from typical classroom learning environments. Some lack important skills, knowledge, and attitudes that interfere with their capacity to reach their full learning potential. The SKAs that fall under the purview of a comprehensive school counseling program include self-efficacy as a learner, career and life goals, academic learning skills, and classroom social skills.

Self-efficacy This characteristic alludes to one’s self-confidence as a learner. High achieving individuals believe that they can master the material presented to them in the classroom through their own personal efforts. They accept responsibility for their own learning and do not

blame others for difficulty in mastering material. They look upon curricular areas in which they encounter difficulty as challenges to be met rather than to be avoided.

Career and life goals This element refers to the capacity for students to relate classroom learning to ultimate purposes in life, the establishing of a career, and the forming of a family. It requires that students become able to comprehend that learning today will have an impact on career and life opportunities in the future. Thus, career and life goals provide an important aspect of the motivational structure to achieve in the classroom that is rooted in the self. Peer, parent, and teacher approval are elements of external motivational sources whereas career and life





motivation. This latter source becomes increasingly important as students mature.

Academic learning skills This component refers to what is commonly known as “learning how to learn.” It entails the acquisition of techniques in memorization, general problem-solving strategies (cognitive strategies), focusing, and sustaining attention. This component also includes the development of skills in time management, review, and editing, as well as in test taking.

Classroom social skills Modern learning takes place in dynamic multicultural social context. Learning experiences often take place in groups in which teams of students are given problems to solve. Thus, students must acquire collective problem-solving skills. Further, teachers and books are not the only sources of knowledge. Peers, parents, and family are also important and valuable sources of information. Finally, school-to-work transitions require that students learn and transfer classroom social skills to the modern workplace in which the capacity for successful team performance is essential. The acquiring of basic human relations and communications skills thus becomes an important survival skill.

Learning in the Classroom

Classroom achievement, according to the model, becomes the direct effect of a student’s state of readiness to learn. Students maximize their opportunity to learn when they are able to stay on task, respect others’ rights to learn, follow instructions, and tend to learning assignments to be completed outside of the classroom. The impact of readiness is reflected in teacher grades and in the attainment of Benchmarks keyed to the Sunshine State Standards. Thus,

a comprehensive school guidance program serves as an important resource to classroom teachers to insure that all students in a class have attained a state of readiness that allows them to realize their maximum potential as learners. In addition, a comprehensive school counseling program is a vital component of the school’s accountability system.

Normative Measures of Student Achievement

Performance on normative measures of student achievement, such as the Florida Comprehensive Assessment Test (FCAT), the Scholastic Aptitude Test (SAT-I), the Enhanced Academic Competency Test (Enhanced ACT), and the College Placement Test (CPT) are viewed as a direct effect of classroom learning (See Figure 1, page 5). They are also viewed, according to the model, as an indirect effect of students’ readiness to learn. Nevertheless, the impact of an effective comprehensive school counseling program that insures that all students maintain a state of readiness to learn should be reflected in both individual and school performance on standardized achievement measures.

Outcomes of Educational Programs

The ultimate outcomes of K-12 educational programs are reflected in subsequent success in postsecondary education, successful employment and career development, stable families and responsible parenting, and in community involvement. In other words, students become productive and responsible citizens. An important aspect of these outcomes can be traced to the extent to which students have acquired a state of readiness to learn in school as well as the capacity to sustain a state of readiness to learn throughout their lives.

Administrative Support for Counseling and Guidance

The full implementation of the counseling and guidance program requires that the school counselor work cooperatively and collaboratively with administrators, teachers, and district staff. The success of the program depends upon the extent to which all educators:

- Understand that the goals of the total education program and those of the comprehensive student development program are congruent.
- Realize that educational professionals have distinct but interactive roles in promoting the cognitive, emotional, and social development of students; and maintain mutual respect for and understanding of the profession and contributions that each brings to the school setting.

School and district administrators responsible for academic and vocational instruction also set clear expectations for how the student development program will support and work in concert with the instructional program. It usually takes five to ten years to see the results of a comprehensive counseling and guidance program. It takes commitment from all stakeholders and a willingness to embrace change to better meet the needs of students. This Framework contains many research references (state and national) in the appendices documenting the benefits of counseling and guidance programs.

The Role of the Principal and Other Administrators

Administrative support is critical to the full implementation of the student development program. The principal, as the chief administrator of the school, is ultimately responsible for the success of school counseling programs in the building. He/She must understand and appreciate the role and

function of the school counseling program, and provide the structure and support necessary for the school counselor to devote full-time to the program.

Often, counselors spend time performing clerical duties, carrying out administrative tasks, and being totally responsible for special education case management and assessment work. As a result, they have limited time to provide services to students, parents, and teachers. A two-year project was conducted in six Broward County schools to increase counselor's direct counseling services to students in order to improve academic achievement and school success behavior (Brigman, 2002). The primary interventions, provided by school counselors, were group counseling and classroom guidance, both related to school success. See appendix A for more information on this project. This project demonstrates that it does make a difference when counselors are allowed the time to do the work they are trained to do.

Administrative support should include the provision of adequate facilities, materials, and clerical help to allow the school counselor to use his/her specialized training and competencies in an effective manner. The principal can also facilitate the participation of all school personnel in the program. Teachers are often challenged with the prospect of integrating the guidance curriculum into an already overcrowded teaching schedule. Counselors and teachers can examine their curricula to identify similar competencies and coordinate lesson plans that will help students to achieve the expected results. They should prioritize what should be in the curriculum the first year and then gradually improve on that as more is added. A single year of integrating the guidance curriculum rarely results in dramatic results. However, as students begin to develop competencies in personal,

Chapter 2





social, academic and career development, they are building a solid foundation of skills essential for future success.

Counselors are trained in personal social development but teachers have very little to none in their pre-service training. There is also the issue of professional evaluation criteria that largely reflect students' traditional academic achievement and standardized test scores such as the FCAT. Administrators should address these issues in advance working out the solutions with the faculty before the program is implemented. Principals should ensure professional development opportunities for all stakeholders who need to understand the school counseling program and how it contributes to students' academic success.

Administrators should ensure that counselors are included in SAC and School Improvement Teams and processes. The principal sets the tone for how all educators and stakeholders in the school building set and meet their goals. By including the school counselor in all these critical discussions, curriculum and service options that assist students in meeting standards can emerge. Principles should work with counselors to ensure that each building has a written student development program and that it is revised based on experience, data, and school improvement goals.

Principals should provide for the supervision and evaluation of certified, professional school counselors using performance-based supervision and evaluation forms and procedures derived from the districts' comprehensive counseling and guidance programs.

The Role of District Student Services Personnel

The district student services director and other student support personnel serve as facilitators, leaders, supporters, and advisors throughout the process of development, implementation, and evaluation of the student development program. They are directly responsible for the following:

- Establishing policies and procedures that will increase the likelihood of full and successful implementation of the student development program district-wide;
- Disseminating information concerning the program to district and school administrators, school board members, other school personnel, and the community;
- Coordinating professional development activities for school counselors that will support the program;
- Conducting program evaluation activities to assist schools in measuring their progress toward implementing a comprehensive school-counseling program.

The Role of the Superintendent and Local School Board

When certified, professional school counselors are able to devote full time to implementing comprehensive counseling programs in their schools, research (see appendices) has documented that they contribute to positive student academic and career development as well as the development of positive and safe learning climates in schools. Superintendents and School Boards are urged to:

- Adopt district-wide comprehensive counseling programs as official educational programs in their districts.
- Adopt policies for guidance that support guidance as an official program in their districts.
- Provide personnel at the district level to coordinate the comprehensive school counseling program.
- Ensure that schools are staffed with sufficient counseling resources.

Developing Your Counseling and Guidance Program

Florida's Counseling and Guidance Framework was developed for districts and schools to use in restructuring their school counseling and guidance programs. The Framework represents a commitment to ensure a more consistent approach to school counseling services throughout the state. Most school counselors feel that their programs need improvement but have expressed frustration because of the time it takes to plan and implement a new, improved program. They feel they are already overburdened with student caseloads, administrative tasks, and other non-guidance duties. It takes time to develop a new program while continuing to operate the current one. Administrators must allow ample time to plan the program and involve all stakeholders in its initial development.

This framework encompasses program standards that are considered nationwide to represent high quality, successful counseling and guidance programs. After evaluating the current program, priorities can be reestablished and a new program planned. As you review your existing program, identify elements that may already be in place, examine others that may need to be revised,

and still others that may be missing altogether. You will note many tasks on the following pages. It is not important to complete each task sequentially; in fact, several tasks may be worked on simultaneously. Eventually, all tasks need to be completed to fully implement a comprehensive counseling and guidance program.

The program development and implementation process consists of five phases. Although these phases are listed sequentially, the planning process should be seen as flexible. You will need to go back and forth between the steps. While following this five-step process will aid in the development of a coherent and well-organized program, it is important that local needs and circumstances be identified and taken into consideration. For example, a comprehensive counseling and guidance program may be quite different in a large, urban Miami high school than in a small, rural high school in Union County. Some districts or schools may already have incorporated significant elements of a comprehensive program, while others may be just initiating the effort. Existing available resources may significantly affect the way the program is developed and implemented.

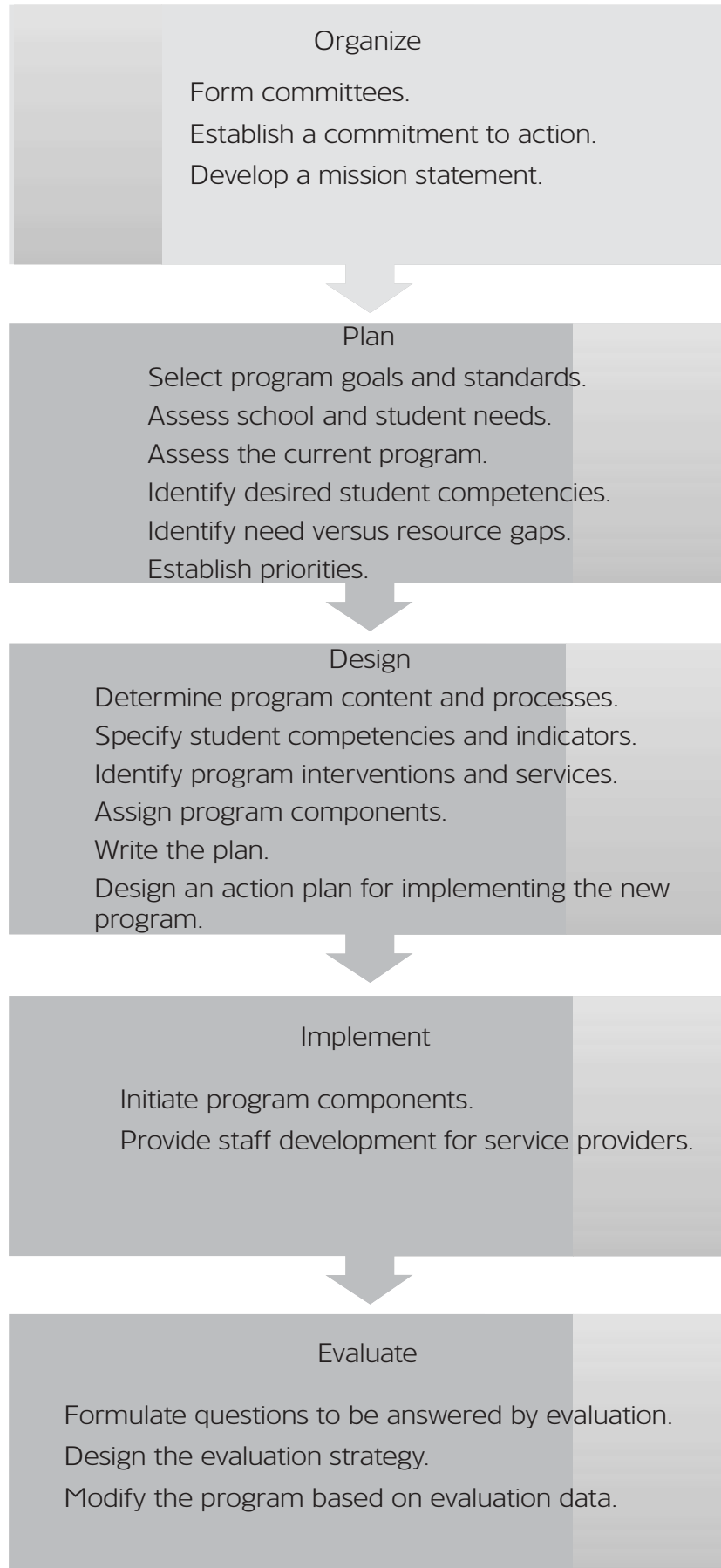
This framework encompasses program standards that are considered nationwide to represent high quality, successful counseling and guidance programs.

Chapter 3





Program Development and Implementation Phases



Counseling and Guidance Framework

Florida's School Counseling and Guidance Framework provides the structure and content for a comprehensive student development program. The program standards focus on issues at the school and district level that relate to the design and delivery of the program. Each district must translate these standards into a format and system that is consistent with its local policies and practices. The structural framework:

- Forms a basis for planning.
- Provides a step-by-step process for counseling and guidance curriculum design and implementation.
- Offers a comprehensive developmental program that serves all students.
- Assists in analyzing and evaluating current counseling and guidance curriculum.
- Provides for assessment of student outcomes.
- Provides a framework for local standards development.
- Suggests an evaluation process for assessing student developmental progress, as well as counselor and program effectiveness.
- Provides students and parents with information on program content.
- Offers a common language for delivering counseling and guidance curriculum and services.

Standards 1 through 5 represent structural elements needed for a student development program. The next four standards define the counselor role and the program delivery components. The remaining standard outlines accountability measures for personnel and program.

Program Standards

1. **Mission Statement** – A mission statement that describes what the counseling and guidance program does, how it gets done, and clarifies the role of the program and counseling personnel has been developed.
2. **Rationale/Philosophy** – A rationale/philosophy for the program that describes why the program is needed, its connection to the educational goals of the district, and the student results from the program has been developed.
3. **Advisory Committee** – An advisory committee for the student development program has been established and is active.
4. **Program Resources** – Staff, financial resources, and political resources appropriate to carrying out the full intent of the student development program are provided.
5. **Program Management and Support** – Management and support strategies are in place for maintaining and enhancing the comprehensive student development program.
6. **Counseling** – All students and their parents/guardians have access to counseling services to assist them with problems or concerns relating to academic, personal/social, or career development.
7. **Consultation** – All students along with their parents/guardians are provided opportunities to develop, monitor, and manage their educational and career plans.
8. **Coordination** – The counseling personnel coordinates student development activities that contribute to the effective operation of the school.
9. **Curriculum** – A counseling and guidance curriculum that specifies what competencies all students should master has been developed and implemented.
10. **Accountability** – Procedures and processes have been established to evaluate counseling and guidance personnel as well as a formal review



Personal and Social Development

Scope and Sequence

Counseling and Guidance Program

The Scope of the Counseling and Guidance Program

The purpose of the counseling and guidance curriculum is to systematically assess students as they develop the skills they need to enhance their academic achievement, career development, personal/social development, and community involvement. The curriculum should be designed to help students acquire age-appropriate knowledge and skills within the scope of the following student standards:

1. Students will acquire and demonstrate academic self-management for lifelong learning.
2. Students will develop career and educational awareness.
3. Students will demonstrate career planning skills.
4. Students will acquire and demonstrate self-knowledge and self-acceptance.
5. Students will acquire and demonstrate self-management and responsible behavior.
6. Students will demonstrate problem-solving and decision-making skills.
7. Students will develop interpersonal and communication skills.
8. Students will respect and value diversity.
9. Students will develop an awareness of community involvement.

The Sequence of a Counseling and Guidance Program

The student standards listed above are what students should know and be able to do as a result of participation in the counsel-

ing and guidance program. The following pages show how these standards can be addressed at grades K-3, 4-5, 6-8, and 9-12. The competency chart on pages 14-15 gives you a quick glance at the age-appropriate knowledge and skills within each grade level grouping.

Standard

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

Competency

A specific goal type expectation for students expected to achieve in the domains of academic, career, and personal/social development, as well as community involvement.

Indicator

A description of the specific abilities, knowledge, and skills that individuals develop to achieve a specific competency.





Self-Management for Lifelong Learning

- Understand and participate in a school environment.
- Awareness that attitudes and behaviors are related to academic achievement.
- Awareness of the process of goal setting.
- Awareness of effective study habits.
- Awareness of effective time-management skills.

Educational and Career Awareness

- Awareness of personal interests, abilities, and values.
- Awareness of the benefits of educational achievement.
- Awareness of the relationship between work and learning.
- Awareness of sources of career information.
- Awareness of how work relates to the needs and functions of society.
- Awareness of the importance of personal responsibility and good work habits.

Career Planning

- Awareness of the planning process.
- Awareness of different occupations and changing male/female roles.



Self-Knowledge and Self-Acceptance

- Knowledge of the importance of a positive self-concept.

Self-Management and Responsible Behavior

- Awareness of the importance of growth and change.
- Develop appropriate attitudes and behaviors.
- Develop awareness of personal safety skills.

Problem-Solving and Decision-Making Skills

- Identify common personal and interpersonal problems.
- Awareness of how to solve problems and make decisions.

Interpersonal and Communication Skills

- Demonstrate communication skills in speaking, listening, and non-verbal behavior.
- Awareness of how people in a group work together.
- Awareness of ways to express thoughts and feelings.
- Awareness of skills to interact with peers and adults.
- Awareness of peer pressure.

Respect and Value Human Diversity

- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.
- Awareness of stereotypes and their impact on self and others.

Community Involvement

- Demonstrate an awareness of school and community volunteer needs.

Self-Management for Lifelong Learning

- Understand and participate in a school environment.
- Understand attitudes and behaviors related to academic achievement.
- Formulate challenging academic goals and plans to reach them.
- Identify effective study habits.
- Identify ways to effectively manage time.

Educational and Career Awareness

- Identify personal interests, abilities, and values.
- Awareness of the benefits of educational achievement.
- Understand the relationship between work and learning.
- Develop skills to understand and use career information.
- Understand how work relates to the needs and functions of society.
- Understand the importance of personal responsibility and good work habits.

Career Planning

- Understand the career planning process.
- Awareness of different occupations and changing male/female roles.

Self-Knowledge and Self-Acceptance

- Develop a positive attitude toward self.

Self-Management and Responsible Behavior

- Awareness of the importance of growth and change.
- Demonstrate appropriate attitudes and behaviors.
- Develop personal safety skills.

Problem-Solving and Decision-Making Skills

- Identify common personal and interpersonal problems.
- Understand how to solve problems and make decisions.

Interpersonal and Communication Skills

- Demonstrate communication skills in speaking, listening, and non-verbal behavior.
- Knowledge of the skills needed for effective participation in a group.
- Identify ways to express thoughts and feelings.
- Demonstrate effective skills for interacting with peers and adults.
- Identify sources and effects of peer pressure.

Respect and Value Human Diversity

- Demonstrate knowledge and appreciation of different cultures, lifestyles, attitudes, and abilities.
- Recognize one's biases and prejudices and evaluate their impact on self and others.

Community Involvement

- Demonstrate an awareness of school and community volunteer needs.

Self-Management for Lifelong Learning

- Understand and participate in a school environment.
- Understand attitudes and behaviors related to academic achievement.
- Formulate challenging academic goals and plans to reach them.
- Develop effective study skills.
- Develop effective time-management skills.

Educational and Career Awareness

- Apply knowledge of personal interests, abilities, and values to planning and decision making.
- Knowledge of the benefits of educational achievement to occupational opportunities.
- Understand the relationship between work and learning.
- Develop skills to locate, understand, and use information.
- Understand how work relates to the needs and functions of the economy and society.
- Knowledge of skills necessary to seek and obtain jobs.

Career Planning

- Apply decision-making skills to career and educational planning.
- Understand the process of career planning.
- Knowledge of different occupations and changing male/female rolls.

Self-Knowledge and Self-Acceptance

- Knowledge of the influence of a positive self-concept.

Self-Management and Responsible Behavior

- Knowledge of the importance of growth and change.
- Develop appropriate attitudes and behaviors.
- Develop personal safety skills.

Problem-Solving and Decision-Making Skills

- Identify common personal and interpersonal problems.
- Apply decision-making/problem-solving skills.

Interpersonal and Communication Skills

- Demonstrate communication skills in speaking, listening, and non-verbal behavior.
- Demonstrate skills to interact and work cooperatively in teams.
- Identify and express thoughts and feelings.
- Demonstrate effective skills for interacting with peers and adults.
- Understand the effects of peer pressure.

Respect and Value Human Diversity

- Demonstrate respect and appreciation for individual and cultural differences.
- Describe stereotypes and their impact on self and others.

Community Involvement

- Understand and enhance community.
- Develop and participate in community volunteer service projects.
- Develop a sense of community pride.



Self-Management for Lifelong Learning

- Understand and participate in a school environment.
- Understand attitudes and behaviors related to academic achievement.
- Formulate challenging academic goals and plans to reach them.
- Develop effective study skills.
- Develop effective time-management skills.

Educational and Career Awareness

- Apply knowledge of personal interests, abilities, and values and relate to choosing and planning a postsecondary education and/or career path.
- Understand the relationships between educational achievements and career planning.
- Understand the need for positive attitudes between work and learning.
- Develop skills to locate, evaluate, and interpret career information.
- Understand how societal needs and functions influence the nature and structure of work.
- Demonstrate skills to prepare to seek, obtain, maintain, and change jobs.

Career Planning Skills

- Apply decision-making skills to career and educational planning.
- Develop skills in career planning.
- Understand the continuous changes in male/female roles.

Self-Knowledge and Self-Acceptance

- Understand the influence of a positive self-concept.



Self-Management and Responsible Behavior

- Understand the impact of growth and development.
- Develop appropriate attitudes and behaviors.
- Develop personal safety skills.

Problem-Solving and Decision-Making Skills

- Identify common personal and interpersonal problems.
- Apply decision-making/problem-solving skills.

Interpersonal and Communication Skills

- Demonstrate communication skills in speaking, listening, and non-verbal behavior.
- Demonstrate skills to interact and work cooperatively in teams.
- Identify and express thoughts and feelings.
- Demonstrate effective skills for interacting with peers and adults.
- Understand the effects of peer pressure.

Respect and Value Human Diversity

- Demonstrate respect and appreciation for individual and cultural differences.
- Describe stereotypes and their impact on self and others.

Community Involvement

- Understand and enhance community.
- Develop and participate in community volunteer service projects.
- Develop a sense of community pride.



Career Development

Students with Special Needs

Who are students with special needs?

Students with special needs are those who require accommodations, modifications, special assistance and/or additional support services to succeed in their programs and successfully transition from school to adult life.

Why is it important to include ALL students in comprehensive student development programs and make special efforts to reach students with special needs?

All students benefit from comprehensive student development programs that provide the experiences students need to successfully transition to adult life as productive citizens. However, some students need extra help or special accommodations to actively participate in and benefit from career development programs. So, it is important for counseling personnel to take steps to: (1) connect with special needs personnel to ensure that special needs students participate in the comprehensive career development program; and (2) define roles and responsibilities clearly so that each staff member can contribute to the program effectiveness based on his or her strengths and experiences.

Making connections—Who are our partners?

Students with special needs may participate in a variety of programs and be served by many different individuals. Teachers, school counselors, administrators, support personnel, families, business/industry partners, and agency staff all share responsibility for helping each student plan his or her future and make that future a reality. For a student to be successful, the many different individuals in that student's network of support must communicate and work collaboratively. This collaboration increases

the likelihood that the student will actively participate in many different experiences (both on and off campus) needed to develop critical career development skills. It is important for school counselors to work closely with these partners.

What are strategies for ensuring that students with special needs are included in comprehensive student development programs?

- School district and local school policies/procedures describe how these programs will include ALL students
- School counselors participate in inservice activities to develop skill in meeting the needs of individual students with special needs
- School counselors work closely with partners serving students with special needs
- A variety of career development materials and adaptive resources are used to meet the needs of students of varying reading levels, learning styles, and native languages
- Career development materials include examples of individuals employed in nontraditional careers and are diverse in terms of gender, ethnicity, and disability
- Staff use appropriate “person first” language in verbal and written communication/instructional materials (e.g., student with specific learning disabilities vs. a learning disabled student)
- On-campus and off-campus activities include role models representative of different ethnic groups and exceptionalities
- Accommodations are provided to ensure that students are full participants in

Chapter 6





career development activities (including sign and language interpreters and assistive technology)

- Different teaching styles are used to match students' diverse learning styles
- Computer-aided instruction is used to match students' learning styles
- Activities and instruction lead students to their career goals based on their interests, aptitudes, and preferences
- Fully accessible facilities are used for all activities
- Relevant information and training are provided to appropriate staff (counselors, teachers, etc.)

What are strategies for ensuring that special needs students master student development competencies?

- Use a multi-sensory approach in all activities to promote active learning
- Provide accommodations (including specially prepared materials, interpreters, assistive technology) based on individual student needs

- Provide positive feedback for effort and accomplishments
- Use real-life examples that are relevant to students
- Provide opportunities for small group activities
- Use peer tutors (peer mentors or the buddy system)
- Use cooperative learning techniques
- Provide opportunities for practicing new skills in different situations
- Help students feel comfortable asking others for assistance when needed
- Use strategies to build each student's confidence and self-esteem
- Use a variety of instructional strategies, techniques, materials
- Provide staff development opportunities to staff who work with students with special needs

All students benefit from quality comprehensive student development programs that provide the experiences students need to successfully transition to adult life as productive citizens.

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Academic Achievement

Florida Research

Developing Academic and Social Competence

An Annenberg/Henderson Foundation Grant
Broward County Schools and Florida Atlantic University

“When school counselors used research and national standards-based approaches in six Broward County schools—elementary, middle, and high—students improved in both academic achievement and in school success behaviors.”

–Dr. Greg Brigman, project coordinator.

The two-year project was funded through an Annenberg/Henderson Foundation grant. Florida Atlantic University’s Department of Counselor Education worked with six Broward County Schools to increase their direct counseling services to students in order to increase academic achievement and school success behavior.

Approximately, 180 students (30 from each of the six schools) were selected randomly from those scoring between the 25th and 50th percentile on the 2000 NRT FCAT. The Academic Achievement pre-test was spring 2000 and the post-test was spring 2001 NRT FCAT Math and Reading scores.

The primary interventions, provided by school counselors, were group counseling and classroom guidance, both related to school success. Collaboration between school counselor, administrators, teachers, and parents to focus upon these skills was also highlighted.

The school success skills in this project were selected based upon two reviews of research: Masten and Coatsworth (1998) reviewed 25 years of research to determine the most critical factors associated with children and adolescents developing the academic and social competence needed to be successful. Wang (1994) reviewed 50 years of research looking at “What helps students learn.” Both reviews found a very similar group of skills that were the most critical. These skills include:

1. Cognitive and metacognitive skills such as goal setting, progress monitoring, and memory skills.
2. Social skills such as interpersonal skills, social problem solving, listening, and teamwork skills.
3. Self-management skills such as managing attention, motivation, and anger.

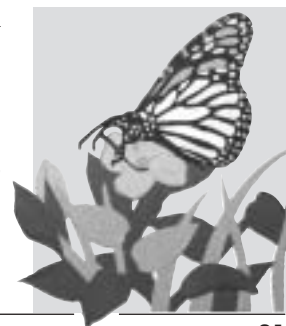
Another critical factor identified by both included the interaction patterns between teacher and student and parent and student.

Teacher instruction method and class climate were almost as important as student aptitude in determining level of achievement.

The instruction method identified as most effective was an active, student involved, Ask, Tell, Show, Do, Coach model. An encouraging, threat-free learning environment with high student involvement produced the greatest gains.

Parenting styles associated with high achievement and pro-social behavior were also identified in this research review. Similar to the teacher findings, parents who provided structure, high expectations, were warm, and predictable had children who achieved high and whose behavior was most pro-social compared to other parenting styles.

“When school counselors used research and national standards-based approaches in six Broward County schools—elementary, middle, and high—students improved in both academic achievement and in school success behaviors”





Focusing on these critical skills and applying these research findings leads to significant student gains:

The preliminary results indicate that approximately seven out of every ten students improved in Math FCAT scores. The average amount of improvement was 20 percentile points.

Approximately five out of every ten improved in Reading FCAT scores. The average amount of improvement was 15 percentile points.

Related to school success behaviors (in the areas of academic, interpersonal, and self-management skills), approximately six out of every ten students improved in teacher ratings of student behavior on the School Social Behavior Scale. The average amount of improvement was 18 percentile points on this nationally normed instrument.

Other benefits of this project have included:

1. A marked increase in direct counseling services to all students—approximately 75 percent of school counselor time is now spent in direct counseling services (individual counseling, small group counseling, classroom guidance, and consulting with parents and teachers).
2. Improved perception of school counselor's role by teachers.
3. Increased job satisfaction reported by school counselors.

A larger study in Pasco County (33 schools: elementary, middle, and high) is under way and is also showing promising signs of benefits to students. End of first year data will be in spring 2002.

A previous related study in Palm Beach County (1997) found similar positive results when school counselors and teachers worked together to focus on these most critical skills.

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Research Base for Comprehensive Counseling and Guidance Programs

Developmental comprehensive counseling programs teach children the skills and knowledge needed for healthy development and academic success. Developmental counseling is linked to reducing school failure and reducing school dropouts.

Efficacy of counseling children and adolescents in schools:

Reviews of research, over a 30-year period, consistently find a success rate, on various outcomes, of approximately 70-80 percent for counseling children and adolescents. Three decades of research with hundreds of studies and thousands of students confirm the efficacy of counseling with children and adolescents in school.

The following research reviews from the late 1990s reinforce the conclusions of previous reviews from the 1980s and 1970s that school counseling is effective in helping students develop the skills needed for success, both academically and socially.

Prout & Prout (98)—A meta-analysis of school-based studies of counseling and psychotherapy.

Whiston & Sexton (98)—A review of school counseling outcome research.

ERIC Clearinghouse (99)—School counseling and student achievement: A Review.

Moote, Smyth, & Wodarski (99)— Social skills training with youth in schools: A review.

Nelson, Young, & Obrzut (98)—Continuing validation of comprehensive psychological services in schools.

Otwell, P. & Mullis, F. (97)— Academic achievement and counselor accountability.

Borders and Drury published the landmark review on this topic covering 30 years of research in 1992.

Borders and Drury (1992) provided an overview of 30 years of empirical evidence pertaining to comprehensive school counseling. Borders and Drury found substantial evidence that school counseling had positive influences on factors related to educational development, including classroom behavior, attitudes toward school, school attendance, and decision making. Two of the key findings in the research literature review included:

- There is general consensus concerning interventions that should be included in a comprehensive, developmental school-counseling program. These interventions include individual and small group counseling, classroom guidance, and consultation with teachers and parents.
- Individual and small group counseling, classroom guidance, and consultation contribute directly to students' academic success, improved behavior, and attitudes toward school.

Five earlier large reviews echo the theme that the program's school counselors are trained to deliver have a positive impact on critically important student outcomes:

Developmental comprehensive counseling programs teach children the skills and knowledge needed for healthy development and academic success.





Glosoff and Koprovicz (1990) in *Children Achieving Potential* provide an extensive review of 25 years of research supporting elementary school counseling's effectiveness in the following areas: Academic Achievement/Underachievement; Dropout Rates; and Behaviors, Attitudes, and Skills.

Gerler (1985) reviewed ten years of research from 1975 to 1984 and concluded that elementary school counselors have positive and significant effects on children's classroom behavior, students' feelings about themselves, and students' social skills, which were related to students' academic achievement. Gerler found that there was considerable research evidence indicating that children's learning and cognitive development was dependent on how children behave in school (Hoge & Luce, 1979), how children feel about themselves (Braun, 1976), and how children function socially (Cartledge & Milburn, 1978).

These areas are important components of elementary school counseling programs which are designed to promote children's learning (see Gerler, Kinney, & Anderson, 1985, for an extensive review of research on various domains important to children's learning).

- A meta-analysis of 40 studies conducted between 1971 and 1982 found substantial empirical evidence that developmentally based programs promote students' development and academic success (Baker, Swisher, Nadenicheck, & Popowicz, 1984).
- The United States Office of Education review of research concluded that there are 47 percent fewer dropouts and 50 percent fewer grade failures in high school when students had comprehensive developmental counseling in their elementary schools (American School Counselor Association, 1979, 1981).
- Cartledge and Milburn (1978) found in their extensive review of research literature spanning 20 years that for elementary school children the ability to pay attention, listen and understand, ask questions to clarify meaning, follow directions, and get along with others were the most predictive traits of long-term school success. Developmental counseling focuses on these and related skills through classroom guidance and group counseling.

Research summary provided by Dr. Greg Brigman, Department of Counselor Education, Florida Atlantic University, February 2002.

Missouri Research

Comprehensive school guidance programs in Missouri, implemented by certified, professional school counselors, in collaboration with parents, teachers, and administrators, are effective in assisting students to respond to these and similar challenges. Empirical research conducted in the state of Missouri during the past five years has shown that when certified, professional school counselors have the time, the resources, and the structure of a comprehensive guidance program to work in, they contribute to positive student academic and career development as well as the development of positive and safe learning climates in schools.

- Students (22,964) in 236 small, medium, and large size high schools in Missouri with more fully implemented guidance programs as judged by school counselors reported that:
 - they had earned higher grades.
 - their education was better preparing them for the future.
 - their schools had a more positive climate (Lapan, Gysbers & Sun, 1997).
- School counselors in Missouri (430 counselors representing 255 school districts across the state) who rated their guidance programs as more fully implemented indicated that they spend more time with students, parents, and teachers, and are more visible (greater public understanding and more time in classrooms) (Gysbers, Lapan, & Blair, 1999).
- When middle school classroom teachers in Missouri (4,868) in 184 small, medium, and large size middle schools rated guidance programs in their schools as more fully implemented, seventh graders (22,601) in these schools reported that:
 - they earned higher grades.
 - school was more relevant for them.
 - they had positive relationships with teachers.
 - they were more satisfied with their education.
 - they felt safer in school (Lapan, Gysbers, and Petroski, submitted for publication).





Utah Research

Since 1988, implementation of the Utah Comprehensive Guidance Program (UCGP) has been one of the major school restructuring efforts in the state of Utah. Over this time, more than 2,000 school counselors, administrators, and teachers have received intensive inservice training in this model. Currently, nearly every middle, junior high, and high school in Utah has participated in this school reform initiative. With strong support from the Governor, State Board of Education, and the Utah Parent-Teacher Organization, the Utah State Legislature has provided funding for this initiative since 1993.

Implementation of the UCGP has led to substantive changes in counselor practice within schools and positive outcomes for students (Nelson & Gardner, 1999). School counselors are now providing more career planning and advisement services to students. Counselors, who have more fully implemented the UCGP, are more likely to elicit parent involvement in guidance program activities. These school counselors are developing and carrying out guidance curriculum. The role, definition, and job description of a school counselor has begun to dramatically change in Utah.

Students, who attended schools where these changes were more substantively occurring, were found to: (a) be taking more advanced mathematics and science courses; (b) be taking more technical classes; and (c) have higher ACT scores in nearly every area of the test (Nelson, Fox, & Gardner, 1998). These students were more satisfied with the education they were receiving and thought that their guidance services were more effective than students in schools where the model has been less fully implemented. Two additional studies found that the level of implementation of the UCGP was strongly related to pupil per counselor ratio in each school (Kimball, Gardner, & Ellison, 1995; and Gardner & Nelson, 1999). These studies recommended that, to attain the kind of student outcomes described above, a ratio of 400 students per counselor was needed.

Missouri and Utah programs are based upon one of the leading models for program development and implementation (Gysbers & Henderson, 2000). Their shared framework details a program development plan connected to critical student competencies that promote academic achievement. However, in both states, studies cited above have found widely divergent implementation levels. To maximize benefits for all students, the state of Utah has recognized that systematic and sustainable strategies are needed to help all schools more fully implement this comprehensive guidance and counseling program concept (Utah State of Education, 2000).

Specialization Requirements for Certification in Guidance and Counseling (Grades PK-12)—Specialty Class Beginning July 1, 1990.

1. Plan One. A master's or higher degree with a graduate major in guidance and counseling or counselor education which includes three (3) semester hours in a supervised counseling practice in an elementary or secondary school,

OR

2. Plan Two. A master's or higher degree with thirty (30) semester hours of graduate credit in guidance and counseling to include the areas specified below:
 - (a) Three (3) semester hours in principles, philosophy, organization and administration of guidance,
 - (b) Three (3) semester hours in student appraisal including administration and interpretation of standardized tests,
 - (c) Three (3) semester hours in education and career development information practices and systems,
 - (d) Three (3) semester hours in learning, personality theory, and human development,
 - (e) Three (3) semester hours in counseling theories and individual counseling techniques,
 - (f) Three (3) semester hours in group counseling guidance techniques,
 - (g) Three (3) semester hours in consultation skills and techniques for conferring with groups such as agencies, teachers, and parents,
 - (h) Three (3) semester hours in legal, ethical, and current issues affecting school counselors,
 - (i) Three (3) semester hours in specialized counseling techniques for use with elementary or secondary level special populations such as exceptional students, dropouts, and minorities, and
 - (j) Three (3) semester hours in a supervised counseling practicum in an elementary or secondary school.
3. This rule shall take effect July 1, 1990.

NOTE: This is an excerpt covering specialization requirements only. Other requirements that must be completed for the Professional Certificate are specified in Rules 6A-4.001 through 6A-4.006, FAC.





Aligning Student Services with Florida's Eight Education Goals

Simply being in school carries no guarantee that a student will learn. For learning to take place, students need to feel safe, they need interested parents who are involved in their education, and they need support and encouragement while at school. These are, of course, in addition to effective classroom instruction. Helping to support learning for all children are student services professionals: school counselors, school nurses, school social workers, and school psychologists. The support services and programs they provide are critical to Florida's Eight State Education Goals. Listed below is each of the state goals along with examples of ways in which student services provide direct or indirect involvement with each goal.

GOAL 1: Readiness to Start School

Student services professionals provide the following services and programs to prepare children and families for children's success in school:

- Assisting students in adjusting to school.
- Reviewing health records (history of immunizations, medications).
- Coordinating and offering screenings (vision, hearing, scoliosis).
- Providing referral services to in-school and community programs.
- Offering prevention counseling and education.
- Assessing children with learning and developmental delays to determine individual needs for specialized educational interventions.
- Helping with social skills development.

GOAL 2: Graduation Rate and Readiness for Postsecondary Education and Employment

Student services engage in the following activities to support students in graduating and being prepared to enter the workforce and postsecondary education:

- Providing students and parents with information about postsecondary schools, financial aid, and scholarships.
- Using assessment data to assist students with postsecondary education planning.
- Providing career mentoring opportunities.
- Responding to academic, career, personal, and social concerns of students.
- Developing social assessments when appropriate for at-risk students.

GOAL 3: Student Performance

Student services professionals are available to assist students in acquiring the knowledge, skills, and competencies needed to master state standards, successfully compete at the highest levels nationally and internationally, and be prepared to make well-reasoned, thoughtful, and healthy lifelong decisions. This is done by:

- Facilitating communication through parent/student/staff conferences.

- Incorporating problem identification and solution-focused teaming at schools.
- Implementing academic improvement programs such as peer and cross-age tutoring, mentoring, and acquiring study and test-taking skills.
- Using assessment to identify strengths and weaknesses for academic improvement plans (AIP), individual educational plans (IEP), and remedial activities.
- Implementing progress-monitoring strategies.
- Consulting with schools and offering prevention and intervention strategies.
- Promoting and protecting the health status of children through health assessments, screenings, and referrals as appropriate.

GOAL 4: Learning Environment

Student services staff assist School District Boards in providing a learning environment conducive to teaching and learning, in which education programs are based on student performance data, and which strive to eliminate achievement gaps by improving learning for all students by:

- Consulting with teachers, administrators, and other relevant individuals about students who are experiencing behavioral and learning problems.
- Providing staff development activities on assessment, learning styles, and student test-taking skills.
- Providing social skills development strategies to teachers; teaching anger management, conflict resolution, and social skills to students.
- Investigating attendance problems and providing follow-up services.

GOAL 5: School Safety and Environment

Student services professionals actively support communities and schools in providing an environment that is drug-free and protects students' health, safety, and civil rights through:

- Promoting safe and healthy environments for students and staff.
- Facilitating and contributing to the development of school-wide discipline plans.
- Providing crisis prevention and intervention services.
- Helping students develop responsibility for their behavior.
- Supporting character education through classroom instruction and small group activities.
- Helping students enhance their problem-solving skills.
- Enhancing students' self-esteem.

GOAL 6: Teachers and Staff

Student services staff support the collaboration between schools, districts, colleges of education, other postsecondary institutions, and state agencies to provide professional teachers and staff who possess the competencies and demonstrate the performance needed to maximize learning among all students. This is seen through:

- Actively participating in the development of the academic curriculum and selections of special programs for the school and the district.
- Collaborating with teachers and others on learning, social, emotional, and behavioral problems.





- Planning, conducting, and participating in staff development for personnel involved in Exceptional Student Education.
- Mentoring interns and new hires in the student services professions.
- Providing health education for teachers, staff, and administrators.
- Sharing with colleagues and other educators relevant research and resources from the counseling, social work, psychology, and nursing professions.

GOAL 7: Adult Literacy

Student services professionals advocate adult literacy for all Floridians and for all to have the knowledge and skills needed to compete in a global economy, prepare children for success in school, and exercise the rights and responsibilities of citizenship. This is accomplished by:

- Providing parents with information about local adult/community education programs and community/state resources.
- Consulting with parents in the English for Speakers of Other Languages Program (ESOL).
- Assisting in removing barriers to the personal advancement of adults in the community.

GOAL 8: Parental, Family, and Community Involvement

Student services professionals actively support communities, school boards, and schools in providing opportunities for involving parents, families, guardians, and other community stakeholders by:

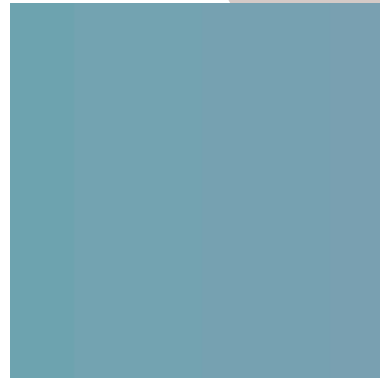
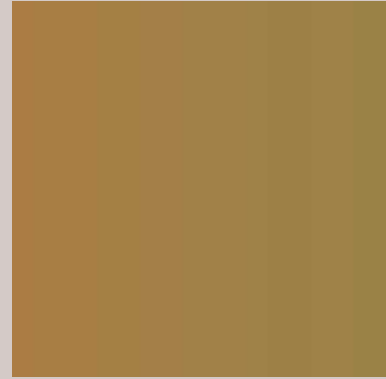
- Coordinating with school and community personnel to bring together resources for students.
- Presenting programs to school advisory councils that highlight the benefits accruing to students through student support services.
- Providing case management services to students and families in the community.
- Identifying and exploring students' needs as they are related to the school, home, and community.
- Collaborating with multi-agency coordinating councils as collaborative partners in achieving school improvement and education accountability.

—Developed by Student Support Services Project.



Community Involvement

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