

<b>TENNESSEE STATE BOARD OF EDUCATION</b>	
<b>SCHOOL COUNSELING MODEL &amp; STANDARDS POLICY</b>	<b>5.103</b>

### **The Tennessee Comprehensive School Counseling Model of Practice**

The Tennessee Comprehensive School Counseling Model of Practice represents what components a school counseling program should contain and serves as an organizational tool to identify and prioritize the elements necessary for program implementation. Such programs are vital to the school improvement process. School counselors work strategically as part of an instructional team to promote student success. They are specially trained educators in a position to call attention to situations within our schools that impact student learning. Serving as leaders and advocates, school counselors work collaboratively to provide services in a proactive, developmental, and preventative manner.

School systems and local schools across Tennessee are expected to use this model as a framework for developing their own school counseling programs based on the assessed needs of their communities. The model is aligned to state strategic goals and national standards. It incorporates standards of achievement in the areas of academic development, social and emotional development, and college and career readiness. It is to be delivered by a licensed school counselor using appropriate materials and resources. The program must incorporate a team approach, academic development, social and emotional development, college and career readiness competency development, deficiency remediation, and systemic implementation. Additionally, it must be continuously refined through quality evaluation, addressing the changing needs of the students and the school. This model should serve as a catalyst of change, empowering and uniting Tennessee school counselors as they fulfill their mission of preparing Tennessee students to live and work in the 21st century.

### **Program Components**

- a. A comprehensive school counseling program will support the mastery of the school counseling standards throughout the students' educational experience. Additionally, the comprehensive school counseling program will adhere to the T.C.A. statutes and State Board of Education rules and policies for school counseling as well as the ASCA Ethical Standards for School Counselors.
- b. To create a strong program foundation the school counselor will:
  - i. Identify and develop program beliefs, vision, and mission statement aligned to their specific school, district, and state goals;
  - ii. Utilize school and student data to set specific and measurable goals for the counseling program annually;
  - iii. Use school counseling standards to assess student growth and development and guide the development of strategies, activities, and services that help students achieve their highest potential; and
  - iv. Consult the school counselor competencies and ethical standards to guide decision making, professional growth, and ensure students have access to a high quality school counseling program.

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- c. To ensure that the comprehensive school counseling program is effectively managed, the school counselor will:
  - i. Conduct an annual counseling program assessment to identify strengths and opportunities for program growth and effectiveness;
  - ii. Assess professional skills to determine a professional growth plan; and
  - iii. Utilize advisory councils, program management agreements, school data, use of time assessments, and action plans to assess student and school needs, deliver counseling services, and measure the impact of the counseling program.
  
- d. The school counselor will include the following activities in the delivery component:
  - i. Deliver large group, classroom, and school-wide curricula designed to help students achieve mastery of counseling standards appropriate for their developmental level;
  - ii. Utilize individual student appraisal and advisement to help all students plan, monitor, and manage their own learning as well as to achieve academic, social and emotional, and college and career readiness;
  - iii. Provide individual and group counseling to address students' immediate needs and concerns to resolve academic, social and emotional, or college and career issues that are interrupting learning;
  - iv. Provide support and assistance to students and the school community to navigate critical and emergency situations;
  - v. Make students and families aware of school and community resources that can provide additional information or assistance to help students be successful;
  - vi. Share strategies that support student achievement with parents, teachers, other educators, or community organizations through consultation; and
  - vii. Collaborate with other educators, parents, and the community to support student achievement and advocate for access and equity for all students through teaming, partnering, participating on school/district committees, and facilitating parent or staff workshops.
  
- e. To ensure that the comprehensive school counseling program is accountable and effective, the school counselor will:
  - i. Analyze school achievement, attendance, and discipline data to identify the impact of the counseling program on student development and growth;
  - ii. Examine program results data and stakeholder feedback to determine the extent of change in student learning and behavior and mastery of counseling standards;
  - iii. Evaluate school counseling program for areas of strength and opportunities for program improvement, including a yearly review of annual program goals; and
  - iv. Communicate accountability results with stakeholders.

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**Program Expectations:**

a. Budget:

- i. An adequate school counseling budget should be established to reflect program needs.
- ii. The counseling staff shall be included in the budget planning. Counselors should provide information regarding funds needed and knowledge of other funding sources that may be available.
- iii. Such information should be included in the program management agreement between administration and counseling department.

b. Facilities:

- i. A counseling office should be established in each school to implement a comprehensive school counseling program. The office should be accessible to all students, including those with disabilities.
- ii. The counselor should have access to a private office designed to protect students' rights to privacy and confidentiality.

c. Materials:

- i. School counselors should have access to research-based materials and resources to implement developmentally appropriate activities for each grade level. This includes both curricula and relevant assessments and inventories.

d. Supplies/Equipment/Technology:

- i. School counseling supplies and equipment should be relevant to the program and appropriate for the community it serves. These should be easily accessible and of sufficient quantity to support the program.

e. Staffing:

- i. The school counselor shall be licensed by the Tennessee Department of Education and shall have the training needed for fulfilling the responsibilities and specialized job assignments.
- ii. It is strongly recommended that the length of a counselor's contract be extended to at least eleven months to ensure adequate time to plan and implement a quality program.
- iii. Clerical support staff and other system support should be provided to ensure the effective management and delivery of quality comprehensive school counseling programs.

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iv. Appropriate counselor/student ratios are critical for program success and increased student achievement and development. The current student to counselor ratios, as calculated in the Basic Education Program (BEP) Formula, are:

- I. Elementary School Counselors - Grades K-6: **1:500**
- II. Secondary School Counselors - Grades 7-12: **1:350**

f. Use of Time:

- i. School counselors should keep track of their time and document activities performed throughout the day. This documentation serves as a guide for future planning and program evaluation.
- ii. In order to deliver an effective comprehensive school counseling program, school counselors should spend the majority of their time in direct and student support services to students.
- iii. To ensure that the school operates effectively, school counselors are expected to participate in “fair share” responsibilities at the same level as all members of the school staff.
- iv. While the amount of time counselors should spend delivering services in each component area remains relative to the individualized needs of each school, the guidelines below represent best practice in school counselors’ use of time:

Counselor Activity	Time
Direct Student Services <ul style="list-style-type: none"> <li>• School Counseling Curriculum                             <ul style="list-style-type: none"> <li>○ Instruction</li> <li>○ Group Activities</li> </ul> </li> <li>• Individual Student Planning                             <ul style="list-style-type: none"> <li>○ Appraisal</li> <li>○ Advisement</li> </ul> </li> <li>• Responsive Services                             <ul style="list-style-type: none"> <li>○ Counseling</li> <li>○ Crisis Response</li> </ul> </li> </ul>	At least 80%
Student Support Services <ul style="list-style-type: none"> <li>• Referrals</li> <li>• Consultation</li> <li>• Collaboration</li> </ul>	
Program Management and School Support <ul style="list-style-type: none"> <li>• Program Foundation, Management, and Accountability</li> <li>• Fair-share responsibility</li> </ul>	No more than 20%

g. Appropriate School Counseling Activities:

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- i. Responsibilities that align to the school counselor’s training and expertise so that all students will benefit from the counseling program as well as master the school counseling standards.
- ii. A school counselor should NOT be used as the teacher of record for content courses, for the delivery of academic interventions, or for organization and management of testing programs. These duties should be reassigned to other school staff.
- iii. A list of activities that are appropriate for school counselors, as well as examples of activities that should be reassigned to other school staff, is included in the *Tennessee Comprehensive School Counseling Model of Practice*.

**Tennessee School Counseling Standards:**

The Tennessee School Counseling Student Standards describe the attitudes, knowledge, skills, and experiences that students need to achieve academic success, social and emotional development, and college and career readiness.

The standards are organized in three broad domains: academic development, social and emotional development, and college and career readiness. These domains promote the attitudes, knowledge, skills, and experiences that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development: Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

Social and Emotional Development: Standards guiding school counseling programs to help students manage emotions and learn and apply appropriate interpersonal skills.

College and Career Readiness: Standards guiding school counseling programs to help students understand the connection between school and the world of work and to plan for and make a successful transition from school to postsecondary education and the work force.

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### Academic Standards

Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

<b>Academic Standards</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Attitudes:</b>				
<i>AA1. Improve academic self-concept</i>	✓	✓	✓	✓
<i>AA2. Display positive attitude toward work and learning</i>	✓	✓	✓	✓
<i>AA3. Develop high expectations for achievement</i>	✓	✓	✓	✓
<i>AA4. Apply self-motivation and self-direction to learning</i>	✓	✓	✓	✓
<i>AA5. Model a sense of belonging in the school environment</i>	✓	✓	✓	✓
<i>AA6. Build aspirations for postsecondary education and training</i>	✓	✓	✓	✓
<b>Knowledge:</b>				
<i>AK1. Evaluate personal learning styles</i>		✓	✓	✓
<i>AK2. Specify high school graduation requirements, including pathway of study</i>			✓	✓
<i>AK3. Describe the benefits of education for career, life management, and personal and professional satisfaction</i>	✓	✓	✓	✓
<i>AK4. Articulate belief that postsecondary education and life-long learning are necessary for long-term career success</i>	✓	✓	✓	✓
<b>Skills:</b>				
<i>AS1. Use test-taking, time management, organizational, and study skills to improve academic achievement</i>	✓	✓	✓	✓
<i>AS2. Successfully work independently</i>	✓	✓	✓	✓
<i>AS3. Develop and practice effective technology skills</i>	✓	✓	✓	✓
<i>AS4. Utilize resources to overcome barriers to learning</i>	✓	✓	✓	✓
<i>AS5. Exhibit creativity</i>	✓	✓	✓	✓
<i>AS6. Set, evaluate progress toward, and achieve long and short term goals</i>	✓	✓	✓	✓
<i>AS7. Demonstrate critical thinking and decision making skills to make informed decisions</i>	✓	✓	✓	✓
<b>Experiences:</b>				
<i>AE1. Experience academic growth and success</i>	✓	✓	✓	✓
<i>AE2. Engage and persevere in challenging coursework</i>		✓	✓	✓
<i>AE3. Create a secondary educational plan that includes transition to postsecondary education and the workforce</i>			✓	✓
<i>AE4. Participate in enrichment or extracurricular activities</i>			✓	✓

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### Social and Emotional Development Standards

*Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.*

<b>Social and Emotional Standards</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Attitudes:</b>				
<i>SA1. Develop positive attitudes toward self as a unique and worthy person</i>	✓	✓	✓	✓
<i>SA2. Develop positive attitudes toward others as unique and worthy people</i>	✓	✓	✓	✓
<i>SA3. Respect diversity in culture, perspectives, values, and experiences</i>	✓	✓	✓	✓
<i>SA4. Recognize each person is a part of a diverse local and global community</i>	✓	✓	✓	✓
<b>Knowledge:</b>				
<i>SK1. Develop and articulate personal values, attitudes, and beliefs</i>		✓	✓	✓
<i>SK2. Compare and contrast healthy and unhealthy behaviors</i>		✓	✓	✓
<i>SK3. Distinguish appropriate behaviors for a variety of settings and situations</i>	✓	✓	✓	✓
<b>Skills:</b>				
<i>SS1. Make ethical decisions and practice social responsibility</i>		✓	✓	✓
<i>SS2. Advocate for self in multiple settings using assertiveness skills</i>	✓	✓	✓	✓
<i>SS3. Demonstrate empathy toward others</i>	✓	✓	✓	✓
<i>SS4. Effectively collaborate with others, cooperate with diverse perspectives, and communicate effectively in a variety of situations</i>	✓	✓	✓	✓
<i>SS5. Exercise personal safety skills, including refusal skills</i>	✓	✓	✓	✓
<i>SS6. Assume responsibility for choices and consequences</i>	✓	✓	✓	✓
<i>SS7. Positively manage behavior and choices by applying self-discipline and self-control</i>	✓	✓	✓	✓
<i>SS8. Persevere through challenges to achieve goals</i>	✓	✓	✓	✓
<i>SS9. Select and utilize appropriate coping skills in the face of a specific challenge</i>	✓	✓	✓	✓
<i>SS10. Appropriately and effectively utilize social media to enhance learning, develop positive relationships, communicate, and engage in age appropriate entertainment</i>		✓	✓	✓
<b>Experiences:</b>				
<i>SE1. Participate in service projects, service learning, and/or philanthropic activities</i>	✓	✓	✓	✓
<i>SE2. Work effectively in diverse groups by developing, and employing, leadership and teamwork skills</i>	✓	✓	✓	✓
<i>SE3. Explore cultural, ethnic, philosophical, or demographical differences in a safe, positive, and nurturing environment</i>	✓	✓	✓	✓
<i>SE4. Create and sustain positive, supportive, and appropriate relationships with peers and adults that support success</i>	✓	✓	✓	✓

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### College and Career Readiness Standards

Standards guiding school counseling programs to help students understand the connection between school and work as well as plan for and make a successful transition to postsecondary education, training, or the workforce.

<b>College and Career Readiness Standards</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Attitudes:</b>				
CA1. Develop and articulate postsecondary education and career aspirations	✓	✓	✓	✓
CA2. Articulate that career development occurs across the lifespan	✓	✓	✓	✓
CA3. Self-reflect on progress toward goals, display a growth mindset, and accept feedback to improve knowledge, skills, and abilities in order to meet goals	✓	✓	✓	✓
<b>Knowledge:</b>				
CK1. Research and appraise characteristics of a variety of traditional and nontraditional occupations	✓	✓	✓	✓
CK2. Articulate how personal abilities, skills, interests, and motivations influence values, choices, and plans	✓	✓	✓	✓
CK3. Articulate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	✓	✓	✓	✓
CK4. Research and summarize the education and training needed to achieve specified career goals		✓	✓	✓
CK5. Examine and utilize resources for college affordability planning			✓	✓
CK6. Research, select, and participate in postsecondary admissions and scholarship applications processes				✓
<b>Skills:</b>				
CS1. Develop skills to locate, evaluate and interpret career information	✓	✓	✓	✓
CS2. Balance, school, home, and community activities effectively			✓	✓
CS3. Utilize internal and external resources to manage transitions and adapt to changing situations/responsibilities	✓	✓	✓	✓
CS4. Communicate effectively using oral, written, and listening communications skills	✓	✓	✓	✓
CS5. Set clear, ambitious, and obtainable postsecondary goals			✓	✓
<b>Experiences:</b>				
CE1. Participate in career exploration activities	✓	✓	✓	✓
CE2. Participate in postsecondary institution exploration activities	✓	✓	✓	✓
CE3. Assess and modify educational plan to support changes in educational and career goals			✓	✓
CE4. Pursue and develop competency in areas of career interest				✓
CE5. Participate in college and career assessments	✓	✓	✓	✓
CE6. Complete the FAFSA				✓