

Pre-Kindergarten – Grade 12 Counseling (Academic and Vocational) Model



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Standards from the American School Counseling Association

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Mission Statement

Mississippi School Counseling Model (MSCM)

The mission of the Mississippi School Counseling Model is to provide school counselors with a measurable framework model that will enable them to help students succeed in academic, personal/social, and career areas in the 21st century.

Mississippi School Counseling Mission Statement

The mission of the Mississippi School Counseling Model is to establish standards, objectives, and resources that enable Mississippi school counselors to promote and enhance the learning process of the students in the public schools of Mississippi. The goal of the program is to enable all students to achieve a measure of success in school and develop into contributing members of society.

This program will be most successful when implemented by professional school counselors in collaboration with students, administrators, families, teachers, employers, and community members.

District Mission Statement

District representatives should create a mission statement for counselors to implement within the district.

School Mission Statement

School representatives should create a mission statement for counselors to implement within the school.

Preface

The Mississippi Revised School Counseling Model Prekindergarten – Grade 12(Academic and Vocational) represents a collaborative effort between certified school counselors at the elementary, middle, and secondary levels within the Mississippi Department of Education as a means of implementing MS Code 37-9-79, which became law July 1, 2002. This curriculum framework will assist school districts in their mission to promote excellence and in their mission of preparing students to become productive and contributing members of society in the 21st Century.

The Mississippi School Counseling Model is based on national standards endorsed by the American School Counselor Association (ASCA). The framework includes three standards in each of the areas of academic development (*Engagement*), career development (*Achievement*), and personal/social development (*Inspiration*). It is comprehensive in scope and preventive in design.

As school counselors follow this framework, they will address the challenges that face Mississippi schools and their students in the 21st Century. School counselors respond to the direct and immediate concerns of students with methods that include, but are not limited to, individual counseling, group counseling, crisis counseling and referral or consultation with families, teachers, or other specialists. Counselors are advocates for equity and success for every student. School counselors have as their first responsibility to treat every student with respect as a unique individual. Counselors protect the confidentiality of information received in the counseling relationship as specified by federal and state law, written policies, and applicable ethical standards.

Forward

School counselors have a tremendous responsibility in addressing the personal/social, academic, and career needs of every Mississippi student in prekindergarten through grade 12 and vocational. As student advocates, counselors provide support and foster student development as children learn to live, learn to learn, and learn to work.

A comprehensive guidance and counseling program model establishes the guidelines necessary to ensure a consistent framework that addresses the developmental needs of students. Rather than operating with “random acts of guidance,” the framework defines standards and objectives necessary for counselors to deliver a comprehensive guidance and counseling program to all students.

I am grateful to the committed group of school counselors and counselor educators who have revised the latest version of the Mississippi School Counseling Model. They have edited and created sections of the program model that will provide the most up-to-date information to guide districts in program implementation. Of special significance is the inclusion of an accountability model featuring data-driven results that center on the academic success of students.

Required by legislation and created by school counselors, this state comprehensive guidance and counseling program model will influence school districts as they address the personal/social, academic, and career developmental needs of our fine students. Mississippi is indeed fortunate to have a valuable comprehensive counseling model, and we are proud to share it with you.

Dr. Tom Burnham
State Superintendent of Education

Introduction: Mississippi School Counseling Model

The Mississippi School Counseling Model draws extensively from the published works of Dr. Norman Gysbers, whose pioneering research and publications have provided the essential guidelines and standards for school counselor programs and the development of state and national program models now in use across the United States. A number of his documents are central to Mississippi's model:

Gysbers, Norman C. 1990. *Comprehensive Guidance Programs That Work*. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse.

Gysbers, Norman C., and Patricia Henderson. 1994. *Developing and Managing Your School Guidance Program*. 2nd ed. Alexandria, VA: American School Counseling Association.

Gysbers, Norman C., and Patricia Henderson. 2000. *Developing and Managing Your School Guidance Program*. 3rd ed. Alexandria, VA: American Counseling Association.

Gysbers, Norman C., and Earl J. Moore. 1981. *Improving Guidance Programs*. Englewood Cliffs, NJ: Prentice-Hall.

Gysbers, Norman C., et al. 1992. "Improving School Guidance Programs: A Framework for Program, Personnel, and Results Evaluation." *Journal of Counseling and Development* 70, no. 5:565–70.

In addition, The Mississippi School Counseling Model draws upon the National Occupational Information Coordinating Committee's publication, the National Career Development Guidelines, as well as the guidance and counseling program model documents of a number of states: Alabama, Connecticut, Georgia, Idaho, Iowa, Missouri, North Carolina, Rhode Island, South Carolina, Texas, Utah, and West Virginia whose documents were of special benefit to the writing teams. The following publications were also utilized:

Campbell, Chari, and Carol Dahir. 1997. *Sharing the Vision: The National Standards for School Counseling Programs*. Alexandria, VA: American School Counselor Association Press.

Stone, Carolyn, and Carol Dahir. 2004. *School Counselor Accountability: A Measure of Student Success*. Upper Saddle River, NJ: Pearson Education.

The Mississippi School Counseling Model is further undergirded by the research and writing of the American School Counselor Association (ASCA), which has generously granted permission to Mississippi to reprint and adapt material from two of its seminal publications:

ASCA. 2005. *The ASCA National Model: A Framework for School Counseling Programs*. 2nd ed. Alexandria, VA: ASCA.

ASCA. 2004. *The ASCA National Model Workbook*. Alexandria, VA: ASCA.

Mississippi School Counselor Law (Mississippi Code 37-9-79)

MISSISSIPPI CODE OF 1972

As Amended

SEC. 37-9-79. School guidance counselors; qualifications; define comprehensive counseling services; code of ethics.

- Beginning with the 2002–2003 school year, the assignment of K–12 school guidance counselors to the particular schools within the district shall be at the discretion of the local school board with the following restrictions:
 - (a) No individual shall be employed as a school guidance counselor without a minimum of a Master’s Degree in Guidance and Counseling, or in an emergency situation, an appropriate certification as determined by the Commission on Teacher and Administrator Education, Certification and Licensure and Development; and
 - (b) School guidance counselors shall provide the following comprehensive counseling services:
 - (i) Academic and personal/social counseling;
 - (ii) Student assessment and assessment counseling;
 - (iii) Career and educational counseling;
 - (iv) Individual and group counseling (large/small);
 - (v) Crisis intervention and preventive counseling;
 - (vi) Referrals to community agencies;
 - (vii) Educational consultations and collaboration with teachers, administrators, parents and community leaders;
 - (viii) Educational and career placement services;
 - (ix) Follow-up counseling services;
 - (x) Conflict resolution; and
 - (xi) Other counseling duties or other duties as assigned by the school principal.
- (2) School guidance counselors shall abide by the American School Counselor Association Code of Ethics.
- (3) The State Department of Education may adopt regulations regarding the activities of the school guidance counselor as are not inconsistent with this section.

SOURCES: Laws, 2002, ch. 591, § 1, SB 2441, eff from and after July 1, 2002.

Program Scope and Design

A comprehensive developmental counseling program is an essential component of an instructional program that provides all students the opportunity for optimum development.

The Mississippi School Counseling Model is designed to assist the state’s school districts and communities with the planning, development, implementation, and assessment of a school counseling program that supports the personal, social, educational, and career development of all the state’s public school students from prekindergarten through grade 12 including career and technical. In addition, the Program Model will assist the school districts in their effort to comply with the requirements of Mississippi laws and regulations regarding the function, design, and implementation of this vital program.

This guide for school counseling programs—which sets out the standards and strategies that schools need to follow in developing and implementing a comprehensive guidance and counseling program—is intended for the following professionals:

- Counselors—to help them establish, implement, and manage the guidance and counseling program that will benefit all students.
- Teachers—to help them understand the goals of the guidance and counseling program and maintain a teacher-counselor partnership for the maximum benefit of students.
- Principals—to help them collaborate with counselors to design and deliver a quality guidance and counseling program and to assist counselors in implementing the program.
- District administrators such as superintendents, assistant superintendents, guidance directors, and curriculum directors—to help them provide appropriate support for guidance and counseling program development efforts, and to establish procedures that enhance the effectiveness of the guidance and counseling program.
- Boards of education—to help them set policies for effective guidance and counseling programs in their schools.
- Counselor educators—to help them with the instruction and development of potential school counselors.

Philosophy and Rationale

The Mississippi School Counseling Model is based upon the following beliefs:

- All children are unique and should be treated with respect and dignity.
- Every student can succeed.
- Learning is a lifelong process.
- Fostering a positive self-image is the collaborative effort of the school, home, and community that leads to responsible and productive citizenship.
- The diverse needs of all students must be addressed at all educational levels through the guidance and counseling program.

- Every student needs appropriate personal and social skills to achieve optimum benefits from the educational program.
- A comprehensive developmental guidance and counseling program is not a support service but an integral part of the total education program.
- A developmentally appropriate guidance and counseling program provides important benefits to individual students by addressing their intellectual, emotional, social, and psychological needs.

Program Domains

A comprehensive developmental guidance and counseling program provides developmental opportunities and experiences that address three central student-development areas: inspiration (personal/social), engagement (academic), and achievement (career). It includes sequential activities designed to address the needs of all students by helping them to acquire competence in the knowledge of self and others, in identifying their educational goals, and in their own career development. The program is implemented in each school by the certified school counselor with the support of the teachers, administrators, students, and parents.

Program Goals

At the elementary level, the guidance and counseling program promotes personal, social, and academic skills that are necessary to be successful. It emphasizes responsible decision making, coping strategies, self understanding, and career development.

The middle school guidance and counseling program focuses on the rapidly changing needs of young adolescents. It is especially sensitive to the struggles of middle school students for identity and for balancing the demands for academic, career, and social competencies. The programs initiated at the elementary level are expanded to fit the special needs of the middle school students. Counselors will work with the students to develop an individual graduation plan. The plan will take into account students' interests as well as educational and career plans.

Building on the goals of the elementary and middle school, the guidance and counseling program in the high school assists students in becoming responsible adults who can develop realistic and fulfilling life plans based on clear understanding of themselves and their needs, interests, and skills. The individual graduations plan developed in the middle school moves with the students to the high school and is reviewed and updated annually in accordance with the students' postsecondary educational and occupational goals. Continued attention is given to assisting students to develop competence in decision making, career development, working with others, and taking responsibility for their own behavior.

Program Activities

To accomplish the program goals, the comprehensive developmental guidance and counseling program is an integral part of the school system's total educational program. The program includes sequential

activities in the elementary, middle, and high schools. Counselors work with all students, parents, teachers, administrators, and the community through a balanced program of counseling and guidance services. Large- and small-group structured learning units provide systematic instruction for all students in all grade levels.

Counselors plan with teachers and then teach, team-teach, or assist in teaching these coordinated units in classrooms or in other large-group settings. Individual planning activities are provided to assist all students. They are initiated in the upper elementary grades and expanded in the middle and high school years. Individual, small-group, personal, and crisis counseling are available to all students. Consultation services concerning student behavior and academic progress are provided for parents, teachers, and administrators. Referrals to other professionals in the school district or to agencies and institutions outside of the district are made as required or requested.

Counselors support the overall district's educational program through general consultation activities and committee work. Counselors also support their local school program through management and research activities, community outreach, business and industry visitation, and professional development.

Program Components

The comprehensive developmental guidance and counseling program components organize the work of counselors into four major components: guidance curriculum, individual planning, responsive services, and system support.

The **guidance curriculum** component includes structured experiences presented systematically through large- and small-group activities from prekindergarten through grade 12. The curriculum emphasizes decision making, self-understanding, career development, and the improvement of study skills.

The **individual planning** component includes counseling activities to assist all students in planning, monitoring, and managing their own academic achievement as well as their personal and career development. Individual planning emphasizes test interpretation and educational counseling including postsecondary and career planning.

The **responsive services** component addresses the immediate needs and concerns of students.

Such services include personal counseling; crisis counseling; agency referral; consultation with parents, teachers, and other professionals; and support groups.

The **system support** component includes indirect guidance management activities that maintain and enhance the total guidance and counseling program. The responsibilities of guidance counselors in this component encompass staff and community relations, special research projects, committees, professional development, and student-support teams.

Benefits of a Comprehensive Counseling Program

The Mississippi School Counseling programs positively impact students, families, teachers, administrators, boards and departments of education, school counselors, counselor educators, postsecondary institutions, student services personnel, business and industry, and the community. The benefits to each of these groups include the following:

Benefits for Students

- Prepares students for the challenges of the 21st century through academic, career, and personal/social development
- Relates educational program to future success
- Facilitates career exploration and development
- Develops decision-making and problem-solving skills
- Assists in acquiring knowledge of self and others
- Enhances personal development
- Assists in developing effective interpersonal relationship skills
- Broadens knowledge of our changing world
- Provides advocacy for students
- Encourages facilitative, cooperative peer interaction
- Fosters resiliency factors for students
- Assures equitable access to educational opportunities

Benefits for Families

- Prepares children for the challenges for the 21st Century through academic, career, and personal/social development
- Provides support for families in advocating for their child's academic, career, and personal/social development
- Develops a system for their child's long-range planning and learning
- Increases opportunities for family/school interaction
- Enables families to access school and community resources

Benefits for Teachers

- Provides an interdisciplinary team effort to address student needs and educational goals
- Provides skill development for teachers in classroom management, teaching effectiveness, and affective education
- Provides consultation to assist teachers in their guidance role
- Analyzes data to improve school climate and student achievement

Benefits for Administrators

- Integrates school counseling with the academic mission of the school
- Provides a program structure with specific content
- Assists administration to use school counselors effectively to enhance learning and development for all students
- Provides a means of evaluating school counseling programs

Benefits Boards and Department of Education

- Provides rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality counseling program is available to all students
- Demonstrates the necessity of appropriate levels of funding for implementation
- Supports appropriate credentialing and staffing
- Provides a basis for determining funding allocations for school counseling programs
- Furnishes program information to the community
- Gives ongoing information about student competencies and standards for excellence attained through school counseling program efforts

Benefits for School Counselors

- Provides a clearly defined role and function
- Eliminates non-counseling functions
- Provides direct service to all students
- Provides a tool for program management and accountability
- Enhances the role of the school counselor as a student advocate
- Ensures involvement in the academic mission of the school

Benefits for Counselor Educators

- Enhances collaboration between counselor education programs and public schools
- Provides exemplary supervision sites for school counseling internships
- Increases opportunities for collaborative research on school counseling program effectiveness

Benefits for Postsecondary Institutions

- Enhances articulation and transition of students to postsecondary institutions
- Prepares students for advanced educational opportunities
- Motivates students to seek a wide range of substantial postsecondary options, including college

Benefits for Student Services Personnel

- Provides school psychologists, social workers, and other professional student service personnel with a clearly defined role of the school counselor
- Clarifies areas of overlapping responsibilities
- Fosters a positive team approach, which enhances cooperative working relationships

Benefits for Business and Industry

- Increases opportunities for business and industry to participate actively in the total school program
- Provides increased opportunity for collaboration among counselors, business, industry, and communities
- Provides a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program
- Creates community awareness and visibility of the school counseling program
- Connects the community to the needs of the school and the school to the needs of the community
- Enhances economic development through quality preparation of students for the world of work

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Program Standards

- 1. Structured, developmental activities and experiences are presented systematically in individual and group activities to students in prekindergarten through grade 12.**

Indicators

- The guidance curriculum addresses students' needs in the areas of personal/social, academic, and career development.
 - The written guidance curriculum is developmental and articulated through all grade levels to ensure lifelong learning and the acquisition of skills, knowledge, and competencies.
 - The guidance curriculum addresses identifiable student standards. Other aspects of the comprehensive guidance and counseling program have been identified and prioritized based on needs assessment data obtained through a survey of students, educators, and parents/guardians.
 - School counselors and educators collaborate to address the needs of all students in prekindergarten through grade 12.
 - School counselors spend a defined amount of time developing, facilitating, implementing, and supporting activities within the guidance curriculum component. Suggested percentages of time are elementary, 35–45%; middle/junior high, 25–35%; and high school, 15–25%.
- 2. Students have access to responsive services that assist them in addressing issues and concerns that may affect their personal, social, academic, and career development.**

Indicators

- Responsive services that include individual and small-group counseling, crisis counseling, and referral to other agencies or professional resources are provided to students as needed.
- The district/school has board-approved policies and procedures to be followed when referring students to outside agencies or resources.
- The district/school has board-approved policies and procedures to be followed when a crisis occurs.
- Consultation is provided for educators, students, parents/guardians, and outside agencies/organizations regarding individual students' academic progress, personal/social development and concerns, and career development.
- School counselors spend a defined amount of time carrying out their responsibilities for responsive services. Suggested percentages of time are elementary, 30–40%; middle/junior high, 30–40%; and high school, 25–35%.

- 3. Students and parents/guardians are provided opportunities to develop, monitor, and manage students' educational and career plans.**

Indicators

- a. Activities and procedures provide a comprehensive program of career development at the elementary, middle/junior high, and high school levels.
- b. Career development as defined by the Education and Economic Development Act of 2005 is defined as a prekindergarten-through-grade-12 process.
- c. The academic and career planning system enables students in grades six through 12 to explore, record, monitor, and update their academic and career plans as they advance through school and make postsecondary decisions.
- d. Educational and career information resources are readily available to students.
- e. School counselors spend a defined amount of time carrying out their responsibilities in assisting students to develop academic and career plans. Suggested percentages of time are elementary, 5–10%; middle/junior high, 15–25%; and high school, 25–35%.

- 4. Guidance management activities are in place that support the district's comprehensive guidance and counseling program.**

Indicators

- a. School counselors serve as consultants to school and district committees regarding student growth and development.
- b. School counselors consistently participate in relevant, ongoing professional development to enhance guidance and counseling skills.
- c. School counselors collaborate with community agencies, business and industry, and postsecondary institutions.
- d. School counselors inform students, parents/guardians, educators, boards of education, and school district patrons about the guidance and counseling program's purposes and practices.
- e. School counselors spend a defined amount of time carrying out their responsibilities for system support activities. The suggested percentages of time are elementary, 10–15%; middle/junior high, 10–15%; and high school, 15–20%.
- f. School counselors conduct needs assessments to identify and prioritize relevant topics that relate to competencies and other guidance and counseling program components.

- 5. A comprehensive developmental guidance and counseling program is implemented in each district and school and appropriate policies and procedures are in place to maintain, enhance, and evaluate the district's guidance and counseling program.**

Indicators

- a. A written, district-wide comprehensive developmental guidance and counseling plan containing a definition of the guidance and counseling program, a statement of program philosophy, goals and objectives, service-delivery activities, and procedures for evaluating the guidance and counseling program has been adopted by the local board of education.
 - b. The district's guidance and counseling program is directed by a person who has school counselor certification and guidance and counseling experience.
 - c. A guidance and counseling budget that provides for adequate informational and technical resources has been developed with input from the counseling staff.
 - d. School- and district-level advisory committees, composed of school and community members, have been established to review the guidance and counseling program's activities.
 - e. The school counselor's job description is based directly on the tasks involved in carrying out the district's comprehensive guidance and counseling program.
 - f. School counselors in the district are being supervised and evaluated in compliance with state guidelines.
 - g. The district evaluates its guidance and counseling program on a regular basis.
 - h. Guidance facilities, equipment, and resource materials needed to implement the goals of the guidance and counseling program are provided. The guidance facilities provide for privacy and confidentiality.
 - i. Ethical, legal, and professional standards for school counselors are included in the district's comprehensive guidance and counseling program.
6. **A comprehensive developmental guidance and counseling program is an integral part of the school's total educational program.**

Indicators

- a. School counselors work in collaboration with other educators at the school and district level to ensure an optimal educational experience for all students.
- b. School counselors use the results of needs assessments to determine priorities consistent with school and district goals.
- c. The guidance and counseling service-delivery activities are reflected in all areas of the school curriculum.

Overview of the Mississippi School Counseling Model

Comprehensive Guidance and Counseling Program Components

Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically through group activities in prekindergarten through grade 12. The purpose of the guidance curriculum is to provide all students at all levels with knowledge of personal, social, academic, and career development, to promote their positive mental health, and to assist them in acquiring and using life skills. While counselors' responsibilities include the organization and implementation of the guidance curriculum, the cooperation and support of the entire faculty and staff are necessary for its successful implementation. The guidance curriculum is delivered through such strategies as the following:

Classroom Activities: Counselors teach, team-teach, or assist in teaching guidance curriculum learning activities or units in classrooms, the guidance center, or other school facilities.

Group Activities: Counselors conduct group activities outside the classroom to respond to students' identified interests or needs.

Suggested Time Allocations

Elementary school 35%–45%
Middle/junior high school 25%–35%
High school 15%–25%

Individual Planning

Individual Planning consists of activities that help all students explore, plan, monitor, and manage their own learning as well as their personal, academic, and career development. Within this component, students evaluate their academic, career, and personal goals. The activities in this component are counselor-planned and directed. These activities are generally delivered on an individual basis or by working with individuals in small groups or advisement groups. Individual planning is implemented through such strategies as the following:

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

Individual Advisement: Counselors work with students using personal-social, educational, career, and labor market information in planning personal, academic, and career goals. The involvement of students, parents/guardians, and the school is critical in planning programs that meet individual student needs.

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

Suggested Time Allocations

Elementary school 5%–10%
Middle/junior high school 15%–25%
High school 25%–35%

Responsive Services

Responsive Services consist of activities to meet the immediate needs and concerns of students, whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Responsive services are delivered through such strategies as the following:

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

Personal Counseling: Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal issues, or developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so appropriate action is taken.

Crisis Counseling: Counseling and support are provided to students facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse, and terminal illness. These referral sources may include the following:

- Mental health agencies
- Employment and training programs
- Vocational rehabilitation
- Juvenile services
- Social services

Suggested Time Allocations

Elementary school 30%–40%
Middle/junior high school 30%–40%
High school 25%–35%

System Support

System Support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

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

Staff and Community Relations: Counselors orient staff and the community to the comprehensive developmental guidance and counseling program through such means as Web sites, newsletters, local media, and/or school-community presentations.

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

Advisory Councils: Counselors serve on departmental curriculum committees, community committees, or advisory boards to ensure that the guidance and counseling program continues to be an integral part of the total educational process.

Community Outreach: Counselors utilize community resources and referral agencies, field trip sites, employment opportunities, and local labor market information to support the overall guidance and counseling program.

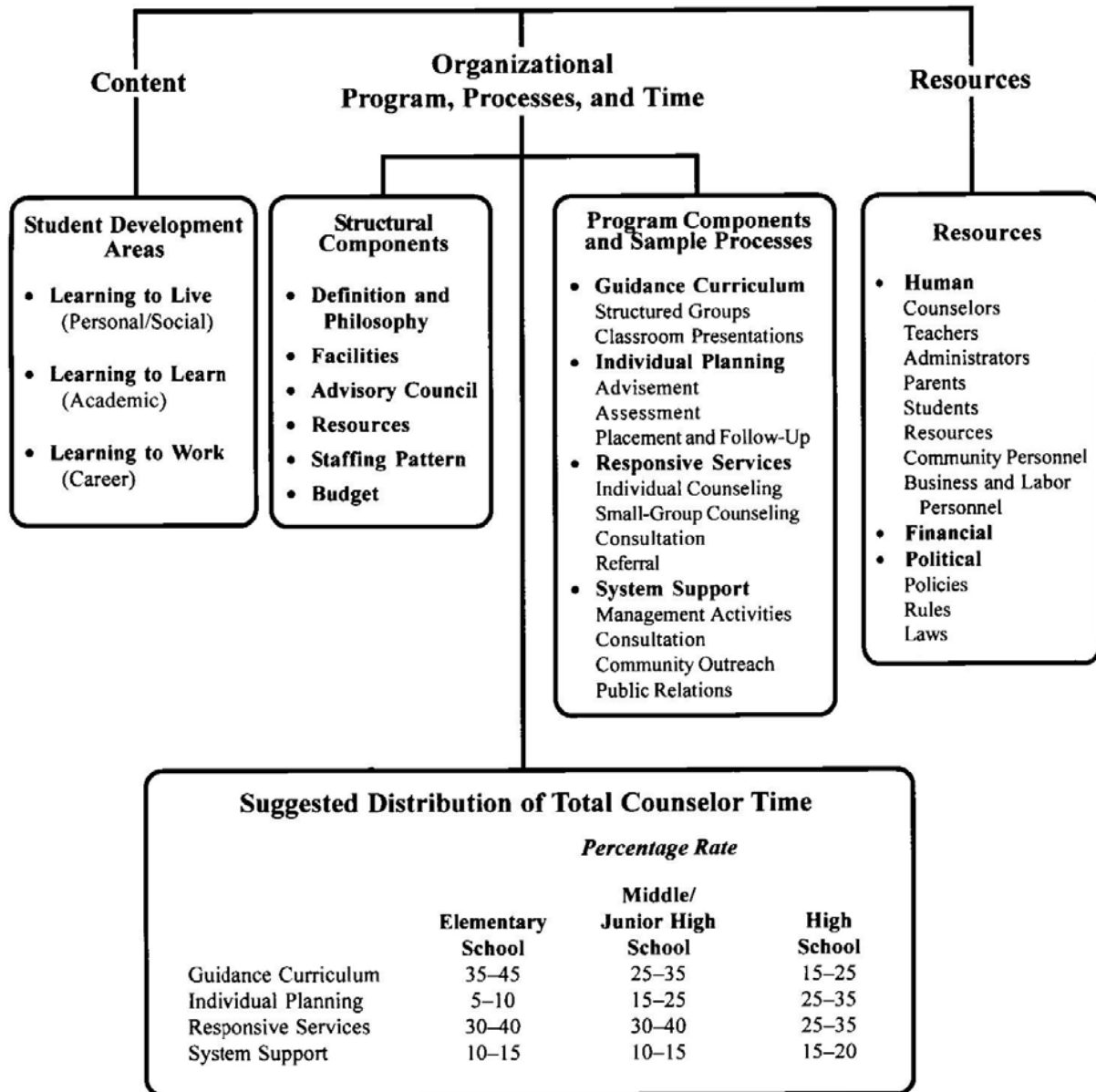
Program Management and Operations: Counselors provide planning and management tasks needed to support activities conducted in a comprehensive developmental guidance and counseling program. This includes responsibilities that need to be fulfilled as a member of the school staff.

Research, Development, and Accountability: In order to ensure accountability, counselors evaluate data in order to continue to develop and update guidance and counseling learning activities and resources.

Suggested Time Allocations

- Elementary school 10%–15%
- Middle/junior high school 10%–15%
- High school 10%–20%

Elements of a Comprehensive Developmental Guidance and Counseling Program



Adapted from by Norman C. Gysbers and Patricia Henderson, *Developing and Managing Your School Guidance Program*, 2nd ed. (Alexandria, VA: American Counseling Association, 1994).

The Four Components of a Comprehensive School Counseling Program

GUIDANCE CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT
<p>Provides guidance content in a systematic way to all students through classroom and/or group activities</p>	<p>Assists students in monitoring and understanding their development for next-step decisions</p>	<p>Addresses immediate concerns of students</p>	<p>Includes program and staff support activities and services</p>
<p>Purpose</p> <p>Awareness, skill development, and application needed for the following three student-development areas:</p> <ul style="list-style-type: none"> • Inspiration (Personal/Social Development) • Engagement (Academic Development) • Achievement (Career Development) <p>Counselor Role</p> <ul style="list-style-type: none"> • Guidance consultation • Program implementation • Facilitation 	<p>Purpose</p> <p>Student planning and goal setting</p> <p>Issues Addressed</p> <p>Inspiration (Personal/Social)</p> <ul style="list-style-type: none"> • Development of healthy self-concept • Development of both short-term and long-term goals <p>Engagement (Academic)</p> <ul style="list-style-type: none"> • Acquisition of study skills • Awareness of educational opportunities • Appropriate course selection • Lifelong learning • Utilization of test scores and data <p>Achievement (Career)</p> <ul style="list-style-type: none"> • Knowledge of career opportunities • Knowledge of occupational training • Knowledge of labor market information • Development of an education/career plan <p>Counselor Role</p> <ul style="list-style-type: none"> • Guidance • Consultation • Assessment • Placement 	<p>Purpose</p> <p>Prevention, intervention</p> <p>Issues Addressed</p> <p>Personal/Social</p> <ul style="list-style-type: none"> • Relationships • Abuse • Grief, loss, and death • Substance abuse • Family problems/concerns <ul style="list-style-type: none"> • Coping skills • Academic tardiness, absences, and truancy • School and classroom conduct • Dropout prevention <p>Counselor Role</p> <ul style="list-style-type: none"> • Counseling • Consultation • Coordination • Referral 	<p>Purpose</p> <p>Program delivery and support</p> <p>Issues Addressed</p> <ul style="list-style-type: none"> • Guidance program development • Parent education • Teacher/administrator consultation • Staff development for educators • School improvement planning • Counselor’s professional development • Research and publishing • Community outreach • Public relations • Funding and budget <p>Counselor Role</p> <ul style="list-style-type: none"> • Program management • Consultation • Coordination

Mississippi Model for Guidance Program Development



Framework Overview

The purpose of a counseling program in a school setting is to promote and enhance the learning process by providing students with knowledge and skills appropriate for their developmental level. To that end, the school counseling program facilitates student development in the areas of academic development, career development, and personal/social development. The following chart describes the standards for each area.

I. Academic Development - Engagement

- Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

The program standards for academic development guide the school counseling program to implement strategies and activities to support and maximize each student's ability to learn.

II. Career Development - Achievement

- Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Standard B: Students will employ strategies to achieve future career success and satisfaction.
- Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

The program standards for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work and from job to job across the life span.

III. Personal/Social Development – Inspiration

- Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
- Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C: Students will understand safety and survival skills.

The program standards for personal/social development guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood.

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www.schoolcounselors.org. (2009).

School Counselor Job Description

QUALIFICATIONS

- Master's Degree in Guidance and Counseling (MS Code 37-9-79)
- Valid Mississippi Department of Education Certification

The primary function of school counselors in Mississippi is to provide a comprehensive developmental guidance and counseling program for all public school children at all grade levels, from prekindergarten through grade 12; to consult with parents/guardians, teachers, and other school staff members to enhance their effectiveness in guiding and supporting students in progressing through the grade levels and in planning their careers; and to provide support for the other education programs in the individual schools.

PERFORMANCE RESPONSIBILITIES

1. Program Development and Evaluation

- Goals, objectives, and activities of the guidance program are developed using the results of needs assessments.
- Organizes a guidance committee that functions in an advisory capacity.
- Develops a guidance calendar of activities that lists on-going and regular events and activities.
- Secures and makes available to students information and material on further educational opportunities, personal growth and development, and occupational opportunities and trends.
- Develops procedures for program.
- Implementing the guidance curriculum in each teacher's classroom and/or systematically conducting developmental counseling programs for each grade level in the particular school throughout the year.
- Provides resources to teachers to facilitate their teaching of counseling content in their regular lessons.

2. Counseling and Consultation

- Provides time in the daily schedule for individual counseling for students.
- Plans and implements group guidance activities.
- Consults with families, teachers, administrators, and other appropriate individuals regarding services and programs available to/for students.
- Prepares a list of contact personnel in agencies, programs, and services external to the school setting for collaboration and referral.

3. Student Appraisal

- Interprets test results to appropriate individuals.
- Assists in identifying students that need special services.
- Assists in reviewing students' progress at the end of each grading period.

4. Academic Advisement and Educational and Occupational Planning

- Assists with registering and orienting new students.
- Provides orientation to students from "feeder" schools.
- Conducts course selection.
- Provides students with information on school district policies regarding counseling services, student activities, competency and grade-level testing, graduation, and college admission requirements.
- Provides students with materials and information regarding career and post-high school educational opportunities; assists with college application, scholarships, and employment applications including the writing of letters of recommendation (See Family Educational Rights and Privacy Act).
- Informs families of student-related career and educational opportunities.
- Consults with administrators and teachers in the planning of course offerings that meet the needs and interests of students.

5. Referrals and Follow-up

- Receives and acts upon referrals from administrators, teachers, families, agencies, and other professional staff.
- Assists families in effective use of community and school resources such as (a) identification of students needing special assistance, (b) maintaining a current file of alternate programs and schools, (c) counseling families and students about alternatives available, and (d) following up on students' progress.

6. Professional Responsibilities and Development

- Organizes office for effective use and prepares/submits reports, records, lists, and other paperwork accurately and timely.
- Participates in meetings on the local, district, state, or national level as required or appropriate.
- Keeps informed of developments within the profession by maintaining active membership in appropriate organizations, attending professional meetings, reading professional journals and other publications, and networking with other professionals.
- Adheres to district board policies and procedures and administrative directives.
- Communicates effectively using standard oral and written English.
- Abides by the American School Counselor Code of Ethics (See Appendix A).

Role of the Counselor in Parent Education

Programs to assist and support parents/guardians in the parenting process are an important part of a school's comprehensive developmental guidance and counseling program. In addition to conducting PTA/PTO presentations and sending communications home, schools can take an active role in this process by offering parent-education opportunities.

One of the ways to aid parents in developing more effective parenting skills is by providing a series of programs about physical and emotional development as essential for learning. Communication and behavior management strategies are also a part of parent education. Parenting-education programs may be structured as panel discussions, discussion groups, or instructional programs. School counselors must welcome community involvement as a part of this program.

Role of the Counselor in Working with Students with Disabilities

Students with disabilities have a right to, and will benefit from, a well-planned and implemented comprehensive guidance and counseling program. School counselors have an ethical and legal obligation to be knowledgeable of their students' needs and to provide the appropriate programs and services on an equitable basis. School counselors must adhere to both state and federal legislation impacting the education of students with disabilities.

The school counselor's role in serving students with disabilities does not differ from those functions performed for other students. The primary services include classroom guidance, consultation with parents/guardians and teachers of students with disabilities, counseling students, assessment, coordination of services, prevention and intervention, and career development. These services are also inclusive of the comprehensive developmental guidance and counseling program that is provided to all students in prekindergarten through grade 12.

Through the cooperative effort of counselors, parents/guardians, teachers and support personnel, students with disabilities can be provided a solid foundation that will enhance personal, academic, and career development. As with all students, the counselor's goal is to provide a comprehensive program that increases opportunities for the students to reach their full potential

Role of the Counselor in Student Discipline

Consultation is one of the key intervention strategies employed by the school counselor to create positive change and facilitate the growth and development of the students served. The counselor serves as an arbitrator between school faculty and students regarding problem situations and relationships in the classroom. A systematic process can be utilized that may include meeting with the school faculty and with the students individually, monitoring progress, and evaluating outcomes.

The school counselor should utilize appropriate school policies to refer the families who need assistance to resources outside the school system. The school counselor may continue to provide ongoing assistance as an advocate for positive student development.

As a student advocate, a school counselor should never be involved in a direct disciplinarian role with students. Such a role is very likely to weaken and constrain any future counseling relationship that a counselor might have with any particular student.

Specific group guidance sessions employed by the school counselor can assist students in their total school adjustment and thus reduce classroom problems. Special small-group counseling sessions may be scheduled as needed for assisting students who exhibit more aggressive behavior.

The following are some examples of counselor intervention strategies that focus on school adjustment and discipline:

- Orientation sessions are conducted at all grade levels to acquaint students with the discipline policy. School counselors emphasize the positive aspects and rewards of acceptable practices in attendance, classroom behavior, and social relationships both inside and outside the school environment.
- Group guidance sessions are held that stress responsible behavior and coping skills.
- Individual sessions are scheduled based on a referral or request from students, parents, teachers, or administrators.
- Follow-up activities with a student returning from a suspension are conducted when requested by school administrators.
- School faculty and staff are informed of appropriate referral procedures.
- Referrals to outside agencies are initiated when appropriate.
- Conferences with parents/guardians, teachers, support staff, and administrators are scheduled when appropriate.

Guidance Curriculum Standards for Student Development

The purpose of a comprehensive developmental guidance and counseling program in a school setting is to promote and enhance the learning process. To that end, a comprehensive developmental guidance and counseling program facilitates students' development in three broad areas.

INSPIRATION (*Personal/Social Development*)

The development of personal/social standards is an integral part of an individual's pursuit of success in life. To understand and respect self, relate positively to others, make informed and safe decisions, cope effectively with change, and become responsible citizens are essential to this process.

The content standards for *Inspiration* development provide the foundation for personal growth. They enhance the personal, social, educational, and career development of the individual. Students acquire skills to foster relationships with self, others, the family, and the community.

Inspiration

- Students shall understand and appreciate self.
- Students shall understand and respect others.
- Students shall understand and appreciate home and family.
- Students shall develop a sense of community.
- Students shall make decisions, set goals, and take actions.
- Students shall develop safety and survival skills.

ENGAGEMENT (*Academic Development*)

The development of academic and educational standards is an integral part of an individual's pursuit of lifelong learning. Being able to achieve success, identify and work toward goals, manage information, organize time, and locate resources are essential to this process.

The content standards for *Engagement* development guide the student to get the most out of each learning situation. The student experiences success and maximizes educational potential through effort and commitment to producing high-quality work. Academic development includes desired learning goals that require the student to have a command of decision-making, problem-solving, goal-setting, critical thinking, logical reasoning, and interpersonal communication skills.

Engagement

- Students shall develop personal qualities that contribute to being an effective learner.
- Students shall employ strategies to achieve school success.
- Students shall understand the interrelationship among life in the school, home, community, and society as a whole.

ACHIEVEMENT (*Career Development*)

The development of career standards is an integral part of an individual's pursuit of success in the world of work. Being able to develop knowledge and skills make realistic career plans, make a successful transition from school to work, achieve interdependence, and compete in a global economy are essential to this process.

The content standards for *Achievement* development provide the foundation for the development of skills that assist students in making a successful transition from school to the world of work, and from job-to-job, across the life career span.

Achievement

- Students shall understand the relationships among personal qualities, education and training, and the world of work.
- Students shall demonstrate decision-making, goal-setting, problem-solving, and communication skills.
- Students shall explore careers and the connection of school to work.
- Students shall demonstrate a positive attitude toward work and the ability to work together.
- Students shall understand how community awareness relates to work.

Standards and Competency Indicators

Prekindergarten through Grade Second

Standard	Competency Indicator
Inspiration	
Students should understand and appreciate self.	<ul style="list-style-type: none"> • Recognize and identify their feelings. • Identify ways to express their feelings appropriately. • Recognize their unique personal characteristics. • Identify their individual strengths.
Students should understand and respect others.	<ul style="list-style-type: none"> • Describe the similarities and differences among others. • Identify the feelings of another person. • Identify ways to make and keep friends. • Exhibit appropriate communication skills. • Identify and model skills for conflict management.
Students should understand and appreciate home and family.	<ul style="list-style-type: none"> • Identify and recognize family roles and responsibilities. • Recognize diversity in family structures. • Identify appropriate skills for positive family relationships.
Students should develop a sense of community.	<ul style="list-style-type: none"> • Identify the need for and explain the importance of rules. • Identify rules for group participation. • Exhibit cooperation with others in work and play. • Demonstrate effective listening skills. • Recognize diversity in society.
Students should make decisions, set goals, and take actions.	<ul style="list-style-type: none"> • Recognize choices that students make. • Make simple choices. • Explain the importance of making decisions. • Describe how choices and consequences are related. • Set goals in work and play.
Students should develop safety and survival skills.	<ul style="list-style-type: none"> • Identify appropriate and inappropriate touching. • Explain the importance of physical activity. • Describe personal safety habits. • Identify resource people in the school and community. • Explain how to seek the help of resource people in the school and community.
Achievement	
Students should develop personal qualities that contribute to their being effective learners.	<ul style="list-style-type: none"> • Describe the importance of coming to school. • Exhibit effective learning habits and expectations. • Identify their individual strengths. • Describe tasks they can accomplish without help. • Describe the tools they need to do their work at school.
Students should employ strategies to	<ul style="list-style-type: none"> • Set school achievement goals success.

achieve school success.	<ul style="list-style-type: none"> • Cooperate with others. • Describe the process of completing a school assignment.
Students should understand the interrelationship among life in the school, home, community, and society as a whole.	<ul style="list-style-type: none"> • Describe people whom they enjoy being with at school, at home, and in their neighborhood. • Describe why school and work are important. • Describe how work relates to the needs and functions of society.
Engagement	
Students should understand the relationships among personal qualities, education and training, and the world of work.	<ul style="list-style-type: none"> • Identify different kinds of work. • Recognize that men and women can have the same work. • Recognize and identify workers in various work settings. • Identify the work and work related skills of family members.
Students should demonstrate decision-making, goal-setting, problem-solving, and communication skills.	<ul style="list-style-type: none"> • Recognize the importance of making decisions. • Recognize the importance of setting goals. • Make simple decisions using a problem-solving approach. • Understand how choices and consequences are related.
Students should explore careers and the connection of school to work.	<ul style="list-style-type: none"> • Identify careers and career clusters in the community. • Distinguish which work activities in the school environment are done by specific people. • Describe what they like to do and why.
Students should demonstrate a positive attitude toward work and the ability to work together.	<ul style="list-style-type: none"> • Describe good work habits. • Develop an awareness of the importance of personal responsibility and effective work habits.
Students should understand how community awareness relates to work.	<ul style="list-style-type: none"> • Describe responsibilities one has at home and school. • Describe how work and careers relate to the needs of their community.

Grade Three through Grade Five

Standard	Competency Indicator
Inspiration	
Students should understand and appreciate self.	<ul style="list-style-type: none"> • Describe positive characteristics about self. • Display self control and individual responsibility. • Recognize and explain “personal boundaries,” rights, and needs.
Students should understand and respect others.	<ul style="list-style-type: none"> • Respect similarities/differences among others. • Talk about making and keeping a friend. • Model effective communication and conflict resolution.
Students should understand and appreciate home and family.	<ul style="list-style-type: none"> • Explain the responsibilities of each of his or her family members. • Explain necessary skills for family harmony.
Students should develop a sense of community.	<ul style="list-style-type: none"> • Identify the roles of the community. • Demonstrate cooperative behavior in groups. • Demonstrate ways to listen and express feelings that enhance effective communication. • Identify and learn about various cultural groups in a community.
Students should make decisions, set goals, and take actions.	<ul style="list-style-type: none"> • Demonstrate the use of decision-making, goal-setting, and problem-solving skills. • Identify possible solutions to a problem. • Explain effective coping skills for dealing with problems. • Identify consequences of making appropriate and inappropriate decisions.
Students should develop safety and survival skills.	<ul style="list-style-type: none"> • Identify and explain appropriate and inappropriate touching. • Identify the role of resource people in the home, school, and community. • Learn how to seek the help of resource people in the home, school, and the community. • Practice personal safety habits. • Explain the effects of unsafe substances.
Achievement	
Students should develop personal qualities that contribute to their being an effective learner.	<ul style="list-style-type: none"> • Explain why listening is important in learning. • Describe the responsibilities of students in the learning process. • Describe types of situations that make learning easy and/or difficult. • Recognize that people learn in different ways.
Students should employ strategies to achieve school success.	<ul style="list-style-type: none"> • Set short-term and long-term goals. • Practice ways of effective communication with friends

	<p>and acquaintances.</p> <ul style="list-style-type: none"> • Develop and apply listening, speaking, and writing skills necessary for academic success.
Students should understand the interrelationship among life in the school, home, community, and society as a whole.	<ul style="list-style-type: none"> • Describe the benefits of learning both in and out of school. • Relate skills and hobbies to career choices.
Engagement	
Students should understand the relationships among personal qualities, education and training, and the world of work.	<ul style="list-style-type: none"> • Explore career interests and related occupations. • Explore nontraditional career choices. • Explore personal skills and talents.
Students should demonstrate decision-making, goal-setting, problem-solving, and communication skills.	<ul style="list-style-type: none"> • Demonstrate the use of decision-making problem-solving, and goal-setting skills. • Identify possible solutions to a problem. • Develop effective coping skills for dealing with problems. • Identify the consequences of making appropriate and inappropriate decisions.
Students should explore careers and the connection of school to work.	<ul style="list-style-type: none"> • Identify career clusters. • Identify and describe skills learned in school that are applied at home and in the community. • Identify resources for career planning. • Identify how personal activities and interests influence career choices. • Explain the relationship of school to future careers. • Explain why people choose certain careers and leisure activities. • Recognize that flexibility in career choices is encouraged in the career planning process.
Students should demonstrate a positive attitude toward work and the ability to work together.	<ul style="list-style-type: none"> • Demonstrate the personal qualities of responsibility, dependability, punctuality, honesty, loyalty, and integrity in the workplace. • Demonstrate cooperative work habits in a group. • Demonstrate being a positive team member.
Students should understand how community awareness relates to work.	<ul style="list-style-type: none"> • Describe how parents/guardians, relatives, adult friends, and neighbors can assist in the career decision-making process. • Describe products and services of business/industries in the local community.

Grade Six through Grade Eight

Standard	Competency Indicator
Inspiration	
Students should understand and appreciate self.	<ul style="list-style-type: none"> • Demonstrate positive personal characteristics. • Recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and behavior. • Utilize the knowledge and skills to maintain personal health and hygiene. • Distinguish between appropriate and inappropriate behaviors.
Students should understand and respect others.	<ul style="list-style-type: none"> • Recognize that all people have rights and responsibilities. • Define and explain the influence of attitudes and behaviors on peer and adult relationships. • Identify and use effective communication skills and cooperation with peers and adults. • Recognize and respect individual.
Students should understand and appreciate home and family.	<ul style="list-style-type: none"> • Recognize ways in which family relationships and roles influence attitude, behaviors, emotions, and interests. • Practice effective ways to get along with family.
Students should develop a sense of community.	<ul style="list-style-type: none"> • Identify resource people in the school and the community and know how to seek help. • Demonstrate an understanding of diverse cultures. • Seek opportunities to participate in community service.
Students should make decisions, set goals, and take actions.	<ul style="list-style-type: none"> • Apply effective problem-solving and decision-making skills to make appropriate and responsible choices.
Students should develop safety and survival skills.	<ul style="list-style-type: none"> • Demonstrate knowledge of the effects of substance abuse. • Identify the effects of stress and effective skills to manage it.
Achievement	
Students should develop personal qualities that contribute to their being effective learners.	<ul style="list-style-type: none"> • Develop personal capabilities for working in teams as well as independently. • Demonstrate decision-making and goal-setting skills. • Recognize how studying and attitude influence learning achievement. • Use cooperation in learning activities involving others. • Recognize the influences of character traits on career and educational choices.
Students should employ strategies to achieve school success.	<ul style="list-style-type: none"> • Locate and use available academic resources and information (e.g., computer, books, television, and teachers). • Increase knowledge of personal interests and abilities.

	<ul style="list-style-type: none"> • Apply effective study skills for different types of learning and testing situations. • Develop an academic and career plan to be reviewed each year.
Students should understand the interrelationship among life in the school, home, community, and society as a whole.	<ul style="list-style-type: none"> • Explain the value of cooperation and teamwork and display the ability to work in teams as well as independently. • Demonstrate the role of a good citizen through participation in activities that have a positive impact in the school and the community. • Describe the relationship between work and learning and the importance of lifelong learning. • Explain how educational performance relates to achievement of goals. • Seek and participate in co-curricular or extracurricular and community opportunities to enhance the school learning experience.
Engagement	
Students should understand the relationships among personal qualities, education and training, and the world of work.	<ul style="list-style-type: none"> • Explain how responsibility, attendance, and punctuality in school relate to the world of work. • Identify aptitudes, interests, and strengths through career assessments. • Explain the relationship between personal qualities, school success, lifestyle, and career choices. • Identify a variety of traditional and nontraditional careers.
Students should demonstrate decision-making, goal-setting, problem-solving, and communication skills.	<ul style="list-style-type: none"> • Identify strategies for managing personal resources (e.g., talents, time, money) to achieve career goals. • Demonstrate decision-making skills used to develop career-education paths. • Practice effective listening and communication skills. • Identify secondary and postsecondary opportunities in local community.
Students should explore careers and the connection of school to work.	<ul style="list-style-type: none"> • Identify the education, career resources, and training opportunities needed to achieve career goals. • Explain awareness of career choices through job shadowing or mentoring experiences. • Explore career choices and career clusters to develop realistic career goals. • Develop decision-making skills to select a career/education path, and complete an individual graduation plan for grades seven and eight. • Identify the need for balance among school, work, and leisure time.

Students should demonstrate a positive attitude toward work and the ability to work together.	<ul style="list-style-type: none">• Define the importance of responsibility, dependability, punctuality, and integrity in the workplace.• Explain the importance of interpersonal relationships.• Respect the individual differences in the workplace.
Students should understand how community awareness relates to work.	<ul style="list-style-type: none">• Identify sources of employment in the community.• Explain how economic development influences employment.

Grade Nine through Grade Twelve

Standard	Competency Indicator
Inspiration	
Students should understand and appreciate self.	<ul style="list-style-type: none"> • Demonstrate a positive attitude. • Apply appropriate ways to handle experiences and daily problems of life. • Distinguish between appropriate and inappropriate behaviors. • Demonstrate self-control. • Describe personal attitudes and beliefs. • Identify and appreciate the physical, emotional, and intellectual factors that influence self-concept. • Become aware of change as a part of growth. • Understand interests, abilities, aptitudes, and limitations are components of personal uniqueness.
Students should understand and appreciate home and family.	<ul style="list-style-type: none"> • Recognize and explain differences and similarities within family units. • Identify rights and responsibilities that parents and children have as family members. • Analyze and evaluate the role of the family in personal development.
Students should develop a sense of community.	<ul style="list-style-type: none"> • Demonstrate ways to recognize and respect differences in communities. • Recognize that all people have rights and responsibilities. • Recognize and accept opportunities to participate in community service.
Students should make decisions, set goals, and take actions.	<ul style="list-style-type: none"> • Demonstrate and analyze decision-making, problem-solving, and goal setting processes. • Understand consequences of decisions and choices. • Practice effective coping skills for dealing with problems. • Know when, where, and how to seek help for solving problems and making decisions. • Apply effective problem-solving and decision-making skills to make safe and healthy choices.
Students should develop safety and survival skills.	<ul style="list-style-type: none"> • Recognize and practice appropriate skills when rights and personal privacy are threatened. • Identify resources in the school and community, and know how to seek their help. • Apply knowledge about the emotional and physical dangers of substance abuse. • Demonstrate appropriate assertive skills when faced with peer pressure.

	<ul style="list-style-type: none"> • Explain the causes of stress, and demonstrate ways of managing it. • Demonstrate ways for using coping skills in managing life events.
Achievement	
<p>Students should acquire knowledge, skills, and attitudes that contribute to effective learning in school and across the life span.</p>	<ul style="list-style-type: none"> • Demonstrate how to accept responsibility for actions. • Examine how prejudices are formed, and explore their consequences. • Demonstrate personal skills, attitudes, and behaviors that facilitate learning. • Display cooperation in learning and in responding to adult leadership. • Evaluate how effective study efforts can contribute to success in school. • Display positive interest in learning and work. • Explain and analyze how successes and mistakes are a natural part of the learning process. • Update and revise program of study plan to include 10 year plans(see sample program of study in the appendix) for choosing postsecondary opportunities that support careers and match interests, opportunities, and abilities.

<p>Students should employ strategies to achieve school success.</p>	<ul style="list-style-type: none"> • Establish and practice realistic academic goals. • Analyze ways to demonstrate the relationship between classroom performance and school success. • Learn and apply higher-level thinking skills in learning processes. • Utilize assessment tools for educational and career goal setting. • Analyze how current educational performance will enhance or hinder the attainment of desired goals. • Identify available resources. Learn and apply effective study and work skills. • Improve study skills, and apply them to new learning situations. • Develop and demonstrate time management skills, and maintain a balance between academic responsibilities, extracurricular activities, and family life. • Evaluate how effective study skills can contribute to effective work habits in the future. • Update and refine the program of study annually school success. • Practice problem-solving and decision-making skills to assess progress toward educational goals. • Analyze and evaluate postsecondary options that support interests, achievement, aptitude, and abilities. • Apply knowledge of aptitudes and interest to goal setting.
<p>Engagement</p>	
<p>Students should understand the relationship of academics to the world of work and to life at home and in the community.</p>	<ul style="list-style-type: none"> • Recognize and demonstrate the relationship between learning and work. • Identify and participate in community experiences that enhance academic learning. • Describe how school success prepares one to make the transition from student to community member. • Describe how school success enhances future career opportunities. • Identify and evaluate alternatives, gather information on choices, and evaluate how those alternatives or choices may affect their future decisions and goals.
<p>Students should understand the relationships among personal qualities, education and training, and the world of work.</p>	<ul style="list-style-type: none"> • Demonstrate a positive attitude toward learning and work. • Demonstrate an awareness of personal abilities, skills, interests, and motivations. • Identify the relationship between educational achievement and career planning. • Describe how personal qualities relate to achieving educational and career goals. • Be aware that work can help one to achieve personal

	<p>success.</p> <ul style="list-style-type: none"> • Identify how personal preferences and interests influence career choices and success. • Demonstrate a positive attitude toward learning and work. • Demonstrate the importance of dependability, integrity, punctuality, and interpersonal skills in the work environment. • Be aware of the continuous change of nontraditional roles and how this relates to career choices. • Demonstrate how personal skills, interests, abilities, and aptitudes may affect future career decisions.
<p>Students should demonstrate decision-making, goal-setting, problem-solving, and communication skills.</p>	<ul style="list-style-type: none"> • Apply decision-making processes to real-life situations. • Demonstrate effective communication skills. • Identify ways that the changing workplace requires lifelong learning and upgrading of skills. • Apply decision-making skills to career choices. • Utilize job readiness skills to seek employment opportunities. • Demonstrate the importance of planning and goal setting. • Develop an educational plan to support career goal. • Demonstrate marketable skills for employment.
<p>Students should explore careers and the connection of school to work.</p>	<ul style="list-style-type: none"> • Apply decision-making skills to career planning. • Demonstrate awareness of the career planning process. • Identify the transition and transfer of skills from school to work. • Utilize time management skills to balance school, work, and leisure activities. • Become aware of the education, skills, and training needed to achieve career goals. • Develop skills to locate, evaluate, and interpret career information. • Identify ways in which individual abilities, interests, work values, and personality traits influence career options. • Identify ways in which occupations can be organized into career clusters. • Become aware of resources for obtaining information about career clusters. • Participate in a work-based exploration experience.

<p>Students should demonstrate a positive attitude toward work and the ability to work together.</p>	<ul style="list-style-type: none"> • Demonstrate effective listening and communication skills. • Interact positively with peers and adults. • Demonstrate the interpersonal skills required for working with/for others. • Respect and understand individual uniqueness. • Learn responsible behavior skills. • Demonstrate the importance of managing feelings. • Demonstrate the importance of working cooperatively with others at home, in school, and in the work environment. • Identify the rights and responsibilities of employers and employees. • Demonstrate how to use conflict management skills with peers and adults. • Acquire employability (21st Century) skills necessary to obtain and maintain jobs.
<p>Students should understand the relationship between community and work.</p>	<ul style="list-style-type: none"> • Identify how economic and societal needs influence the nature and structure of work. • Identify ways in which the needs of the community influence the supply and demand of goods and services and how they affect employment. • Identify how occupational and industrial trends relate to training and employment. • Become aware of the products and services utilized by local employers. • Understand how community awareness relates to work.

School Counselor Accountability

Accountability Rationale

Throughout the last decade, educators, policy makers, community groups, business leaders, and parents have worked diligently to reform and improve K–12 education. With this reform, accountability has become the driving force for the current educational agenda. New accountability standards require all educators, including school counselors, to systematically collect, analyze, and use data to identify student achievement levels and develop effective strategies to enhance the overall success of students.

Previous school counselor accountability measures focused on time and task analysis (numbers of students counseled, small groups conducted, classroom guidance lessons delivered, etc.). However, no measureable data that reflects the impact of these services has been collected to show the correlation of guidance services to student achievement. The 21st Century school counselor must be seen as a highly visible and proactive professional directly involved in student development and achievement. Most importantly, as an integral member of the school team, school counselors share in the accountability for school improvement and are directly involved in the achievement of identified student goals and outcomes.

Guidelines for Implementing an Accountability Plan

Connect your work to your school’s mission statement.

- Identify critical data elements such as grades, test scores, attendance, promotion rates, and postsecondary acceptance rates. Take small steps, and then add as you go.
- Analyze the data to identify current status and problem areas. This will assist in identifying the accountability goal. The counselor may want to look at race, ethnicity, gender, or socioeconomic status.
- Use the analysis of the data and identification of accountability goals as a basis for the development of an action plan. Action plans involve counselors collaborating with stakeholders and avoiding issues in isolation.
- Reanalyze and refocus to determine whether you met your targeted results. This may include setting new targets and adding new strategies.
- Publicize the results of an effective school counseling program—a vital step in the accountability process and key to garnering support for your program.

School Counseling Accountability Plan

Name and Address of School

Phone _____ Fax _____

Principal _____

Name of Counselor(s) Leading the Initiative

Enrollment _____

School Demographics (Use percentages)

_____ Caucasian/Non-Hispanic	_____ African American
_____ Hispanic	_____ Multiracial
_____ Fee/reduced lunch	_____ ESOL
_____ Exceptional Student Education/Special Education	

Mission: Connect your work to your school’s mission in keeping with the ASCA or the Mississippi School Counseling Model.

Analyze School Data: In collaboration with school administration and stakeholders; identify problem areas using all available school data critical to student progress.

Goal: How does your role as the school counselor impact the critical needs of your school?

External Variables: Identify external factors (positive and/or negative) that may impact this goal.

Strategies: Using the model below, identify strategies to accomplish your goal.

<p>Guidance Curriculum <i>Standards based – Provides guidance content in a systematic way to all students through classroom and/or group activities</i></p>	<p>Individual Planning <i>Assists students in monitoring and understanding their development for next-step decisions</i></p>
<p>Responsive Services <i>Addresses immediate concerns of students</i></p>	<p>System Support <i>Includes program and staff support activities and services</i></p>

Refer to the state model for suggested distribution of total counselor time.

Results

Restate baseline data	<i>Results (data now)</i>	<i>Met Goal?</i>

Evaluate

Which strategies had a positive impact on the data?

Which strategies should be replaced, changed, or added?

How did your role as a school counselor and your goal contribute to systematic change(s) in your school?

School Counselor Signature _____ **Date** _____

Principal _____ **Date** _____

Assessment Tools

The program-assessments and forms that appear on the following pages are tools that are integral components of the ongoing evaluations of guidance and counseling programs as well as the appraisal of program and student needs. These forms have been provided by school counselors and are organized by elementary, middle, and high school levels and include student, parent, and teacher surveys. Adapt the surveys in ways that best meet the needs of your program and population.

Student Guidance Evaluation/Needs Assessment

Elementary School _____ Grade Level _____ Date _____

Question	Yes	No	Not Sure
Do you know who your guidance counselor is?			
Do you know where your counselor's office is located?			
Have you ever talked with your counselor by yourself?			
Have you ever talked with your counselor in a small group?			
Does your counselor come to your classroom and talk to all of the class?			
Does your counselor honor confidentiality?			
Do you think the counselor helps people solve problems?			
If you had a problem that the counselor could help you with, would you feel comfortable asking him or her for help?			
Do you know how to make an appointment to see your counselor?			
Have your parents ever talked with the counselor about you?			
Does your teacher send you or your classmates to talk with the counselor about a problem?			
Do you know what your counselor does at your school?			
If you talked with your counselor in a small group this year, would you like to be in a small group next year?			

- What things would you like for your counselor to talk to **your class** about next year?
- What things would you talk to your counselor about **by yourself**?
- Is there anything else that you would like to say about your counselor or the guidance program?

Parent Assessment of the Elementary School Guidance Program

_____ Elementary School Date _____ Child's Grade _____

Name (optional) _____

Directions: The guidance department would appreciate your input in helping us to provide the best services to our students. Please respond honestly to the statements listed below.

Question	Yes	No	Not Applicable
Do you know who your guidance counselor is?			
Do you know where your counselor's office is located?			
Do you know how to contact your child's counselor?			
I have had communication with my child's guidance counselor.			
I feel comfortable talking with my child's guidance counselor about issues and concerns.			
My child's counselor listens and treats me with respect.			
My child's counselor provides resources and information to me as a parent.			
I am aware that the counselor talks with my child during classroom guidance lessons, in small counseling groups, and/or alone.			
My child talks at home about the school counselor.			
Guidance services have been helpful to my child.			

Please circle the OVERALL impression of guidance services in our school:
 Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of the parent education topics that are of interest to you.

_____ Helping my child deal with stress	_____ Helping my child deal with grief
_____ Motivating my child to achieve	_____ Teaching my child to behave responsibly
_____ Effective discipline with my child	_____ Helping my child with divorce and separation
_____ Single parenting	_____ Helping my child live in a blended family
_____ Drug awareness	_____ Other

Comments:

I prefer to attend workshops during the school day _____; at night _____; not at all _____.

Teacher Assessment of the Elementary School Guidance Program

_____ Elementary School Date _____ Grade Level _____

Name (optional) _____

Directions: The guidance department is interested in your responses to the effectiveness of the guidance program. Please respond to the following statements honestly. The information will be helpful in evaluating the direction of the guidance program in our school.

Question	Yes	No	Not Applicable
I know the names and student assignments of our school's guidance counselors.			
I know how to contact the guidance office.			
I understand the procedures for students to access guidance services.			
Counselors are available to discuss issues relative to students I teach.			
Counselors communicate frequently with staff and parents about guidance services.			
Counselors contribute constructive information and suggestions that support me as a teacher.			
Classroom guidance lessons have been beneficial for my students.			
The guidance and counseling programs have a positive impact on student behavior and performance.			
Counselors respond to student and staff needs in a timely way.			
Counselors are effective with parents.			

Please circle the OVERALL impression of guidance services in our school:

Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of the classroom guidance topics that you feel are most important to your grade level.

_____ Behavior control	_____ Interpersonal relationships
_____ Problem solving/conflict resolution	_____ Coping with emotions
_____ Decision-making skills	_____ Communication skills
_____ Goal setting	_____ Other _____

Place an X in front of the small group topics that you feel are most needed by students in your grade level.

_____ Family changes	_____ Grief and loss
_____ Anger management	_____ Social skills
_____ School success skills	_____ Self-concept
_____ Handling stress	_____ Other _____

What is usually the best way to schedule small groups?

___ Same day/time weekly for 6–7 weeks ___ Twice weekly for 3 weeks ___ Other _____

Student Evaluation/Needs Assessment for the Middle School Guidance Program

_____ Middle School Grade Level _____ Date _____

Question	Yes	No
• I know who my counselor is.		
• I know how to contact my counselor.		
• My counselor is usually available when I need to see him or her.		
• My counselor responds to my request in a timely manner.		
• My counselor is available to discuss personal issues with me individually.		
• The guidance counselors conduct classroom guidance sessions (e.g., bullying and career awareness).		
• The guidance counselors offer small group sessions on topics of interest or need to students.		
• The guidance counselors help me to understand test scores.		
• I see my counselor individually on occasion.		

Please circle the OVERALL impression of guidance services in our school:

Excellent
 Good
 Average
 Poor
 No Opinion

Directions: Place an X in the space in front of the topics that are of interest to you.

<input type="checkbox"/> Personal relationships	<input type="checkbox"/> Dealing with peer pressures
<input type="checkbox"/> Conflict resolution/anger management	<input type="checkbox"/> Dealing with sexual harassment/abuse
<input type="checkbox"/> Personal health concern	<input type="checkbox"/> Family issues
<input type="checkbox"/> Communicating effectively with teachers/administrators	<input type="checkbox"/> Bullying
<input type="checkbox"/> Substance abuse	<input type="checkbox"/> Diversity issues
<input type="checkbox"/> Dealing with grief/loss	<input type="checkbox"/> Time management
<input type="checkbox"/> Study skills	<input type="checkbox"/> Test-taking preparation
<input type="checkbox"/> Test interpretation	<input type="checkbox"/> Career clusters
<input type="checkbox"/> Career fairs	<input type="checkbox"/> Career assessments, SCOIS, EXPLORE, KUDER, etc.

Comments: _____

Please include your name if you wish to be contacted by a counselor.

Parent Assessment of the Middle School Guidance Program

_____ Middle School Date _____ Child's Grade _____

Name (optional) _____

Directions: The guidance department would appreciate your input in helping us to provide the best services to our students. Please respond honestly to the statements listed below.

Question	Yes	No	Not Applicable
• Do you know who your guidance counselor is?			
• Do you know where your counselor's office is located?			
• Are you familiar with the procedures for contacting your child's counselor?			
• I have had communication with my child's guidance counselor.			
• I feel comfortable talking with my child's guidance counselor about issues and concerns.			
• My child's counselor listens and treats me with respect.			
• My child's counselor provides resources and information to me as a parent.			
• I am aware that the counselor talks with my child during classroom guidance lessons, in small counseling groups, and/or alone.			
• My child has received career planning information from his or her counselor during classroom guidance.			
• Guidance services have been helpful to my child.			

Please circle the OVERALL impression of guidance services in our school:

Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of the parent education topics that are of interest to you.

_____ Helping my child deal with stress	_____ Drug and alcohol prevention
_____ Motivating my child to achieve	_____ Communicating with my child
_____ Effective discipline with my child	_____ Internet safety
_____ Career exploration	_____ Other

Comments:

I prefer to attend workshops during the school day 5:30 _____; 6:30 _____; not at all _____.

Teacher Assessment of the Middle School Guidance Program

_____ Middle School Date _____ Grade Level _____

Name (optional) _____

Directions: The guidance department is interested in your responses to the effectiveness of the guidance program. Please respond to the following statements honestly. The information will be helpful in evaluating the direction of the guidance program in our school.

Question	Yes	No	Not Applicable
I know the names and student assignments of our school's guidance counselors.			
I know how to contact the guidance office.			
I understand the procedures for students to access guidance services.			
Counselors are available to discuss issues relative to students I teach.			
Counselors communicate frequently with staff and parents about guidance services.			
Counselors contribute constructive information and suggestions that support me as a teacher.			
Counselors seek my input in the advisement and placement of students.			
The guidance and counseling programs have a positive impact on student behavior and performance.			
Counselors respond to student and staff needs in a timely manner.			
Counselors are effective with parents.			

Please circle the OVERALL impression of guidance services in our school:

Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of the topics for which you would like more information or assistance.

_____ Dealing with difficult students	_____ Dealing with difficult parents
_____ Managing effective parent conferences	_____ Community resources
_____ Incorporating 21st century skills in the classroom	_____ Other _____

Place an X in front of the topics you think are of concern to the students at our school.

_____ Depression	_____ Grief and loss
_____ Self-image (How you feel about yourself)	_____ Alcohol/drug issues
_____ Suicide	_____ Handling conflicts/anger
_____ Communicating effectively with others	_____ Friends/peer pressure
_____ Adjustment to a new school	_____ Improvement of grades/study habits
_____ Bullying	_____ Problem solving and decision making
_____ Other _____	

Student Evaluation/Needs Assessment for the High School Guidance Program

_____ High School Grade Level _____ Date _____

Question	Yes	No	N/A
I know who my counselor is.			
I know how to contact my counselor.			
My counselor is usually available when I need to see him or her.			
My counselor responds to my request in a timely manner.			
My counselor is available to discuss personal issues with me individually.			
The guidance counselors conduct classroom guidance sessions (e.g., freshman orientation classes, test information, and registration).			
The guidance counselors offer small group sessions on topics of interest or need to students.			
The guidance office provides information about the following: <ul style="list-style-type: none"> • Selecting courses • Grade point average • Transcripts • Promotion • Graduation requirements • Careers • Summer programs • Personal/Social concerns 			
The guidance office provides information in senior classes about the following: <ul style="list-style-type: none"> • College admissions • College selection • Financial aid and scholarships • Completing college and scholarship applications 			
The guidance office provides information about the following: <ul style="list-style-type: none"> • Career planning • Postsecondary options 			
The guidance counselors help me to understand test scores.			
I see my counselor individually at least once a year.			

Please circle the OVERALL impression of guidance services in our school:
 Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of the topics that are of interest to you.

_____ Personal relationships	_____ Dealing with peer pressure
_____ Conflict resolution/anger management	_____ Dealing with sexual harassment/abuse
_____ Personal health concern	_____ Family issues
_____ Communicating effectively with teachers/administrators	_____ Bullying
_____ Substance abuse	_____ Diversity issues
_____ Dealing with grief/loss	_____ Time management
_____ Study skills	_____ Test-taking preparation
_____ Test interpretation	_____ Career clusters
_____ Career fairs	_____ Career assessments, SCOIS, PLANNER, KUDER, etc.

Comments: _____

Please include your name if you wish to be contacted by a counselor

Parent Assessment of the High School Guidance Program

_____ High School Date _____ Child's Grade _____

Name (optional) _____

Directions: The guidance department would appreciate your input in helping us to provide the best services to our students. Please respond honestly to the statements listed below.

Question	Yes	No	Not Applicable
Do you know who your guidance counselor is?			
Do you know where your counselor's office is located?			
Are you familiar with the procedures for contacting your child's counselor?			
I have had communication with my child's guidance counselor.			
I feel comfortable talking with my child's guidance counselor about issues and concerns.			
My child's counselor listens and treats me with respect.			
My child's counselor provides resources and information to me as a parent (e.g., newsletters, flyers, letters, emails, etc.).			
My child has received useful academic advisement through individual conferences.			
My child has received career planning information from his or her counselor during classroom guidance, parent programs, and individual conferences.			
Guidance services have been helpful to my child.			

Please circle the OVERALL impression of guidance services in our school:

Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of the item(s) you would like to have as a parent.

<input type="checkbox"/> Parent conferences	<input type="checkbox"/> Orientation programs for parents
<input type="checkbox"/> Parent workshops to address relevant topics	<input type="checkbox"/> Referrals to community resources
<input type="checkbox"/> Career exploration	<input type="checkbox"/> Other

Comments:

Teacher Assessment of the High School Guidance Program

_____ High School Date _____ Grade Level _____

Name (optional) _____

Directions: The guidance department is interested in your responses to the effectiveness of the guidance program. Please respond to the following statements honestly. The information will be helpful in evaluating the direction of the guidance program in our school.

Question	Yes	No	Not Applicable
• I know the names and student assignments of our school's guidance counselors.			
• I know how to contact the guidance office.			
• I understand the procedures for students to access guidance services.			
• Counselors are available to discuss issues relative to students I teach.			
• Counselors communicate frequently with staff and parents about guidance services.			
• Counselors contribute constructive information and suggestions that support me as a teacher.			
• Counselors seek my input in the advisement and placement of students.			
• The guidance and counseling programs have a positive impact on student behavior and performance.			
• Counselors respond to student and staff needs in a timely manner.			
• Counselors are effective with parents.			

Please circle the OVERALL impression of guidance services in our school:

Excellent Good Average Poor No Opinion

Directions: Place an X in the space in front of the topics for which you would like more information or assistance.

_____ Dealing with difficult students	_____ Dealing with difficult parents
_____ Managing effective parent conferences	_____ Community resources
_____ Test interpretations	_____ Understanding transcripts
_____ Financial aid resources/State-funded scholarships	_____ College admission requirements
_____ Graduation requirements	_____ Incorporating 21st century skills in my classroom
_____ Other _____	

Place an X in front of the topics you think are of concern to the students at our school.

<input type="checkbox"/> Depression	<input type="checkbox"/> Grief and loss
<input type="checkbox"/> Self-image (How you feel about yourself)	<input type="checkbox"/> Alcohol/Drug issues
<input type="checkbox"/> Suicide	<input type="checkbox"/> Handling conflicts/Anger
<input type="checkbox"/> Communicating effectively with others	<input type="checkbox"/> Friends/Peer pressure
<input type="checkbox"/> Adjustment to a new school	<input type="checkbox"/> Improvement of grades/Study habits
<input type="checkbox"/> Bullying	<input type="checkbox"/> Problem solving and decision making
<input type="checkbox"/> Preparing for the senior year	<input type="checkbox"/> Navigating the scholarship maze
<input type="checkbox"/> How to use my e-portfolio	<input type="checkbox"/> Other _____

School Counselor Evaluation

School Counselor Performance Appraisal

Based on the [American School Counselor Association National Model](#) and used by permission

School Counselor Name _____ Today's Date _____

Evaluator Name _____ Position _____

Directions

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

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

- Also, include any relevant comments for each of the 13 standards and for the school counselor's overall performance.

Description	Rating
Standard 1: The professional school counselor plans, organizes, and delivers the school counseling program.	
1.1 A program is designed to meet the needs of the school.	
1.2 The professional school counselor demonstrates interpersonal relationships with students.	
1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.	
1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.	
Comments:	
Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.	
2.1 The professional school counselor teaches school guidance units effectively.	
2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.	
2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.	

Description	Rating
Comments:	
Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.	
3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.	
3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	
Comments:	
Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation, and referral skills.	
4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.	
4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators, and other relevant individuals.	
4.3 The professional school counselor implements an effective referral process with administrators, teachers, and other school personnel.	
Comments:	
Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.	
5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.	
5.2 The professional school counselor provides support for other school programs.	
Comments:	

Description	Rating
Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.	
6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.	
6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.	
Comments:	
Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.	
7.1 The professional school counselor meets with the advisory committee.	
7.2 The professional school counselor reviews the school counseling program audit with the council.	
7.3 The professional school counselor records meeting information.	
Comments:	
Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.	
8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.	
8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.	
8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.	
8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.	
Comments:	
Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.	

Description	Rating
9.1 The professional school counselor is accountable for monitoring every student's progress.	
9.2 The professional school counselor implements monitoring systems appropriate to the individual school.	
9.3 The professional school counselors develop appropriate interventions for students as needed and monitors their progress.	
Comments:	
Standard 10: The professional school counselor uses time and calendars to implement an efficient program.	
10.1 The professional school counselor uses a master calendar to plan activities throughout the year.	
10.2 The professional school counselor distributes the master calendar to parents or guardians, staff, and students.	
10.3 The professional school counselor posts a weekly or monthly calendar.	
10.4 The professional school counselor analyzes time spent providing direct service to students.	
Comments:	
Standard 11: The professional school counselor develops a results evaluation for the program.	
11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.	
11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.	
11.3 The professional school counselor knows how to collect process, perception, and results data.	
Comments:	
Standard 12: The professional school counselor conducts a yearly program audit.	
12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.	
12.2 The professional school counselor shares the results of the program audit with the advisory council.	
12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.	

Description	Rating
Comments:	
Standard 13: The professional school counselor is a student advocate, leader, collaborator, and systems change agent.	
13.1 The professional school counselor promotes academic success of every student.	
13.2 The professional school counselor promotes equity and access for every student.	
13.3 The professional school counselor takes a leadership role within the counseling department, the school setting, and the community.	
13.4 The professional school counselor understands reform issues and works to close the achievement gap.	
13.5 The professional school counselor collaborates with teachers, parents, and the community to promote academic success of students.	
13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.	
13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.	
TOTAL SCORE	0
AVERAGE SCORE	0%

Overall Performance Comments by Evaluator:

Comments by School Counselor:

Signatures

School Counselor	Date	Evaluator	Date
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Program of Work for Career and Technical Counselors

Preface

The Mississippi Department of Education, Bureau of Dropout Prevention, the Office of Vocational Education and Workforce Development, and the Research and Curriculum Unit of Mississippi State University provide a completed revision of the 2004 Vocational Counselors' Program of Work. The revised 2010 Program of Work for Career and Technical Counselors has been updated and provides a comprehensive overview of the career and technical counselor's duties and services at Mississippi career and technical centers and/or high schools. The content reflects mandates and initiatives proposed in the Bureau of Dropout Prevention and the American School Counselor Association model for a comprehensive guidance program.

There are eight designated areas directly relating to Career and Technical Counselors' activities: **COUNSELING SERVICES** (Counseling, Coordinating and Consulting, and Appraisal), **PROGRAM ACCOUNTABILITY, PROFESSIONAL DEVELOPMENT, RECRUITMENT, COMMUNITY INVOLVEMENT, EMERGENCY RESPONSE MANAGEMENT,** and **DROPOUT PREVENTION**. Career and technical guidance services focus on assisting students in determining their interests and aptitudes, selecting a program that meets their career/occupational goals, and expanding their individual options. Program development includes recruitment and retention strategies and providing articulation among the career and technical education site and local area business and industry, institutions of higher learning, and the district feeder schools. Goals and objectives for community involvement also include parent and family collaboration to support and nurture students' goals and improve the probability of successful completion of the program.

Included in the 2010 Program of Work are "strategies" to accomplish the "objectives" outlined; "evidence," which involves descriptions of types of documents that can be used as verification of accomplishment; and "resources," which offer activities, Web sites, and literature. These are incorporated to assist the career and technical counselors in day-to-day operation. It is expected that career and technical counselors will strive to achieve the objectives in the Program of Work. Strategies for achieving these objectives represent proven best practices. The suggested strategies are creative options to attain the objectives. There may be other avenues, equally successful, for obtaining them. Funding for Mississippi career and technical education is contingent on compliance with federal mandates and state vocational policies. Local district vocational directors should have a current copy of the State Board of Education Vocational Policies.

The 2010 Program of Work is the guide for planning work throughout the entire year. It is aligned with the Mississippi Counseling and American School Counselor Association model. To assure compliance and program integrity, career and technical counselors may copy and use objectives as checklists to ensure that all pertinent services are being offered to students. **Further accountability measures that involve ASCA national standards are applied through standardized rubrics and rating systems.** The Bureau of Dropout Prevention's Counseling Services will monitor career and technical counseling programs for compliance using the standards and measures of these instruments.

Vocational Counseling Components

The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Dropout Prevention, and Redesign

The Mississippi Department of Education State Plan for Vocational and Technical Education was adopted July 1, 2008. Concurrent legal mandates for Dropout Prevention MS Code: Title 37 Education 37-13-80 and state initiatives have provided an impetus for revisiting the career and technical counselor's roles and duties to maximize student success including increased likelihood for employability and postsecondary attendance and completion, graduation, or other recommended certification to high-skill, high-wage, and high-demand occupations. In addition, career and technical counselors work daily with students attending introductory-skills-based courses at career and technical centers with students entering the sophomore, junior, and senior years. The Mississippi Career Pathways are fully implemented in the sophomore year, and career and technical counselors are the career and technical education (CTE) advisors and guidance for students pursuing technical careers and occupations at the secondary level.

The implicit accountability performed by career and technical centers regarding Dropout Prevention and Perkins IV are outlined below in the Perkins IV indicators. The state initiatives mirror Perkins IV and Dropout Prevention mandates to promote active learning in the classroom, increased and continuous student engagement, best placement for skills and interest based on assessment information and inventories, and branding campaigns to inform and to promote nontraditional courses in Science, Technology, Engineering, and Mathematics (STEM) to students, parents, and community through CTE recruitment and retention. These elements directly relate to career and technical counselor duties to provide accurate and timely career and employability guidance, appropriate assessment, and personal and social counseling, which can be delivered through individual, group, and/or classroom activities. Following the Mississippi Curriculum Framework, career and technical counselors assume standard counseling duties designated by the American School Counselor Association. This requires scheduled time for counseling students with personal and social issues that may be barriers to academic and CTE success. Career and technical counselors also play a major role in the recruitment of CTE students and communication with parents and community.

Description of Perkins IV Indicators

Secondary

- Academic attainment and technical skill proficiency are listed as two separate measures, and the academic attainment will be measured across two areas: language arts and mathematics. Mississippi's skill assessment (occupation-specific) is the Career Planning and Assessment System, Second Edition (MS-CPAS2) and is the instrument used to establish accountability for vocational programs.
- Academic measure references No Child Left Behind (NCLB) assessments.

- Technical skill assessments are newly aligned with industry-recognized standards; this is mandated through the High School Redesign with the Mississippi State University’s Research and Curriculum Unit and the revision of all vocational curricula along with the Vocational Instructors Preparation (VIP) program.
- A General Education Diploma (GED) is included in the completion measure.
- Graduation as defined in NCLB is a separate measure from the other completion measures.

Postsecondary

- Academic attainment has been deleted.
- The retention measure in Perkins III has been deleted from Perkins IV.
- Industry-recognized credential
- Transfer to a baccalaureate degree program in the retention measure is new.
- Placement in high-skill, high-wage, or high-demand occupations is new.

Every state and local district will establish plans for performance for each of the core indicators, and the analysis must be in percentage form. These indicators apply to all vocational and technical students and directly impact the duties and responsibilities of career and technical counselors working with all career and technical students.

Perkins IV Core Indicators (Secondary)

- 1S1 Academic Attainment – Reading/Language Arts (English II).
- 1S2 Academic Attainment – Mathematics (Algebra I).
- 2S1 Technical Skills Attainment – CPAS.
- 3S1 Secondary School Completion- Diploma; GED.
- 4S1 Student Graduation Rates – Dropout Prevention.
- 5S1 Secondary Placement – Recruitment –Career Pathways.
- 6S1 Nontraditional Participation – High skill, high wage, high demand.
- 6S2 Nontraditional Completion – High skill, high wage, high demand.

Perkins IV Core Indicators (Postsecondary)

- 1P1 Technical Skill Attainment.
- 2P1 Credential, Certificate, or Degree.
- 3P1 Student Retention and Transfer.
- 4P1 Student Placement.
- 5P1 Nontraditional Participation.
- 5P2 Nontraditional Completion.

“The disaggregation of data will not be required for any population that is insufficient in size to yield reliably significant information or if the data would reveal the identity of a given individual” (NAPE, Carl D. Perkins Career and Technical Education Improvement Act of 2006 Analysis of Equity Provisions).

Counseling Services

Secondary CTE programs in Mississippi are faced with many challenges from sweeping educational reforms at the national and state levels. School counselors and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. Research has demonstrated that school counseling interventions focused on the development of cognitive, social, and self-management skills can result in gains in a student’s academic achievement.¹

Career and technical counselors’ work responsibilities impact students directly with career and personal development training curricula. Indirect involvement includes the considerable efforts by counselors to provide enhanced experiential opportunities to fine-tune workplace skills through collaborations and partnerships with local area businesses and business leaders. Career and technical counselors collaborate with instructors, academic counselors, Student Services staff, and other professional staff to provide a seamless integration of academic, career and technical and personal skills resources. They work closely with the Special Education teachers and the academic counselors to maximize students’ academic achievement.

Documentation of progress and remediation needs of students are maintained and used to facilitate intervention strategies. Detailed records of student performance include surveys, appraisals, evaluations, and inventories. Additionally, state test scores are maintained by career and technical counselors. Student achievement and improvement are measured by state and federally (No Child Left Behind) mandated academic and career and technical testing. In addition, program objectives are used to assist career and technical instructors in blending academic and career and technical efforts and program completion and retention. Career and technical counselors assist career and technical directors in coordinating the program information data for the Office of Vocational Education and Workforce Development (OVEWD) with the Mississippi Department of Education (MDE). **Counseling Services** are composed of three areas of work: Counseling, Consulting and Coordinating, and Appraisal.

¹ Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling, 7*, 91–98.

Summary of Objectives

Counseling Services

Counseling

- Objective 1: Counseling services provide students personal growth and development training.
- Objective 2: Counseling services provide students academic and career development.
- Objective 3: Counseling services are provided to Special Populations students.
- Objective 4: Career and technical counselors provide placement information to students.

Consulting

- Objective 1: Career and technical counselors assist/coordinate the integration of academic and career and technical skills.
- Objective 2: Career and technical counselors coordinate activities leading to program retention and completion.
- Objective 3: Career and technical counselors provide consultation to teaching and other professional staff.
- Objective 4: Career and technical counselors assist in/coordinate MDE/OVTE compliance and reporting.

Appraisal

- Objective 1: Career and technical counselors coordinate or assist the district test coordinator with state-mandated career and technical tests.

Program Accountability

- Objective 1: Career and technical counselors maintain annual calendar for Program of Work.
- Objective 2: Career and technical counselors support components of No Child Left Behind and Carl Perkins Act of 1998.
- Objective 3: Career and technical counselors maintain student information and recordkeeping.
- Objective 4: Career and technical counselors conduct annual program evaluations.

Professional Development

- Objective 1: Career and technical counselors participate in professional growth opportunities.
- Objective 2: Career and technical counselors update knowledge and skills.

Recruitment

- Objective 1: Career and technical counselors establish a public relations plan.
- Objective 2: Career and technical counselors provide students with career and technical information.

Objective 3: Career and technical counselors keep academic faculty abreast of strides in career and technical education.

Objective 4: Career and technical counselors provide parents with information about career and technical curriculum opportunities.

Community and Parent Involvement

Objective 1: Career and technical counselors serve as liaisons between students and resources.

Objective 2: Career and technical counselors assist students with opportunities in community services activities.

Objective 3: Career and technical counselors assist CTE instructors with job shadowing activities.

Objective 4: Career and technical counselors support and assist instructional staff in planning field trips to local/regional business and industry sites.

Objective 5: Career and technical counselors strengthen the public's knowledge of events/activities through the use of media.

Objective 6: Career and technical counselors provide parents involvement in career and technical programs.

Emergency Response Management

Objective 1: Career and technical counselors comply with response management as outlined in the Mississippi Counseling Model.

Objective 2: Career and technical counselors participate in crisis/emergency response training.

Dropout Prevention

Objective 1: Career and technical counselors assist and review student records to include poor grades, low attendance, failure to be promoted and classroom disengagement.

Counseling Services - Counseling

Standard A

Counseling services provide students personal growth and development training.

Competency 1: Career and technical counselors provide career and technical education students with training to develop thinking and behavioral skills, leading to positive self-esteem and a better understanding of self and others.

Suggested Counselor Strategies

- Provide group and individual counseling services to first- and second-year students using self-exploration tools, checklists, student needs assessments, inventories, and appraisal worksheets.
- Coordinate data from Student Services coordinators to determine intervention needed.
- Employ interest inventories (e.g., CHOICES software, Holland Self-Directed Search, and Interest Inventory in ASVAB Career Exploration Program).
- Provide Student Needs Checklist/Survey; first-year students are surveyed for comprehensive interests and background, and second-year complete the survey geared to career, college, and military interests.
- Assist first-year students with goal setting and time-management skills through individual and group sessions.
- Collaborate with career and technical instructors to provide students with appropriate and adequate information to use in effective decision making and problem solving.

Accountability

- Utilize data from documentation in daily schedule or Web-based reporting system (i.e., SCAATAP, <http://www.scaatap.com/> or EZAnalyze <http://www.ezanalyze.com/required>).
- Lesson plans.
- Classroom visits documented via calendar or other category.
- Develop pre- and post-test for lesson given to students.

Resources

- Student Needs Assessment.
- Activities from CHOICES planner.
- Lesson plan for goal setting and management; group activities in decision making and problem solving (Handbook, pp. V52–V55).
- Bingham, M., & Stryker, S. (1990). *Career choices: A guide for teens and young adults*. VarsityBook.Com.

Standard B

Counseling services provide students academic and career development.

Competency 1: Career and technical counselors follow career and technical students' academic and career and technical progress, assist students in developing career and workplace skills, and assist in course selection, based on Career Pathways Redesign Model for college, career, and military exploration.

Suggested Counselor Strategies

- **Track academic and career and technical progress by:**
 - Obtaining student information on academic performance through Web-based student information system package or from academic counselors during the 9-week period.
- **Facilitate the development of workplace skills by:**
 - Collaborating with Student Services in administering skills tests (e.g., skills areas are associated with the SCANS [Secretary's Commission on Achieving Necessary Skills] basic skills—CHOICES Basic Skill Profiler, Test for Adult Basic Education, WIN/KeyTrain software, PLATO, SPMS, MY SKILLS TUTOR, TestPrep, and Occupational Specific Tests).
 - Conducting group and individual counseling sessions with career and technical students in work-related areas such as work ethics, interviewing skills, resume writing (e.g., CHOICES software—functional, chronological, and combination resume style), business etiquette, communication, job applications, and teamwork.
 - Collaborating with CTE instructors to encourage participation in student organizations.
- **Assist students in course selection by:**
 - Aligning students' academic and career and technical classes with their career goals following the career pathways redesign model.
 - Collaborating with academic counselors, CTE instructors, and administrative staff to ensure proper alignment between academic and CTE programs.
- **Facilitate college, military, and career exploration by:**
 - Assisting in district college and career fairs.
 - Developing working relationship with recruiting offices of various branches of Armed Forces in order to provide students with military career options.
 - Providing accurate and timely local, state, and national occupational outlook materials to all students, particularly the second-year students.
 - Coordinating guest speaker activities with 2- and 4-year college recruiters and business and industry personnel.

Accountability

- File copies or electronic copies of results of surveys.
- Student completion of curriculum requirements.
- Portfolio with completion of resume.
- Brochures and recruitment DVDs.

- Calendar and agenda for presentation or scheduled visits.
- Sign-in sheets and so forth.
 - Calendar of events, sign-in sheets, agendas, and business cards.
 - List of guest speakers and presenters.
 - Evaluation forms completed by students assessing quality of guest speakers and college presentations.

Resources

- Handbook (pp. V5–V21) for workplace skills.
- Lesson Plans from Career Choices Curriculum, My10YearPlan.com.
- Teacher creates or obtains rubric for interview based on class expectations; parent letter.
- Army National Guard Self-Directed Search.

Standard C

Counseling Services are provided to Special Populations students.

Competency 1: Career and technical counselors provide knowledgeable district-wide assistance in the recruitment of Special Populations students to career and technical programs.

Suggested Counselor Strategies

- Assist Student Services coordinator with individualized education plan (IEP) issues, meetings, and student placement.
- Maintain current information regarding all local and state plans, policies, laws, rules, and regulations about special needs learners. This includes special needs students in career and technical education (P.L. 94-482), special education (P.L. 94-142), Individuals with Disabilities Act (IDEA), and Career and Technical Rehabilitation - Comprehensive Employment and Training Amendment (CETA-Section 504).

Accountability

- IEP meeting sign-in sheets.
- Copies of evaluations on students assessed.
- Copy of laws accessible.
- Daily calendar documentation.

Standard D

Career and technical counselors provide placement information to students.

Competency 1: Students are provided current information on the college application process, employment opportunities, and military career opportunities.

Suggested Counselor Strategies

- Post job opportunities on bulletin boards and in classrooms.
- Schedule guest speakers from military/service to speak to students; schedule individual meetings with recruiter and interested students.
- Conduct or arrange group sessions on how to apply for college that include application completion and financial aid; contact organizations such as the Education Services Foundation (ESF) to work with students.
- Assist in conducting a college fair at the career and technical centers.
- Establish articulation with postsecondary career and technical counselors.

Accountability

- Maintain current educational and job placement file.
- Handouts for ESF workshop, sign-in sheets for financial aid nights, parents, and students.
- Record of presentation by military and postsecondary personnel.
- Copy of articulation agreement with local community college.

Resources

- Local colleges, local businesses, and military recruiters.

Counseling Services - Consulting and Coordinating

Standard A

Career and technical counselors assist in coordinating the integration of academic and career and technical skills.

Competency 1: Career and technical counselors collaborate with instructors and academic counselors in order to provide a seamless integration of academic and career and technical skills.

Suggested Counselor Strategies

- Review students' academic and career and technical grades each grading period.
- Develop a grade improvement plan for those students who experience difficulties.
- Plan group and individual sessions on such topics as study skills, time management, test taking strategies, and other relevant skills that will enhance students' opportunities for success.
- Consult with student services personnel to ensure that students' academic and career and technical needs are being addressed.

Accountability

- Report cards and progress reports.
- Implement Grade Improvement Plan.
- Sign-in sheets; schedule follow-up sessions routinely after Grade Improvement Plan is initiated.

Resources

- Programs of Study

Standard B

Career and technical counselors coordinate activities leading to program retention and completion.

Competency 1: Career and technical counselors play a vital role in program retention, placement, and follow-up; encourage program completion and transition into a career and technical field of work or study.

Suggested Counselor Strategies

- Coordinate program retention strategies throughout the year.
- Share survey information with the career and technical faculty and administration.

- Use survey information to make needed changes in services to students and identify at-risk students.
- Maintain records of completers' employment/education plans and their permanent addresses and telephone numbers.
- Coordinate placement and follow-up activities.
- Assist instructors in compiling follow-up/placement information for reporting.

Accountability

- Utilize information from the Student Needs Survey.
- Share information with faculty and administrators.
- Implement and complete placement or follow-up information sheet.
- Conduct exit interview; also follow up.

Resources

Follow-up information sheet.

Standard C

Career and technical counselors provide consultation to teaching and other professional staff.

Competency 1: Career and technical counselors provide resources to staff for students' career, personal, and academic development.

Suggested Counselor Strategies

- Maintain telephone numbers and the names of contact people from local school and community agencies such as the Mississippi Employment Security Commission, local mental health services, and issue-related crisis hotlines (such as child abuse, suicide, rape, etc.).
- Document contacts with these agencies.
- Share information on a need-to-know basis with other professionals, maintaining high ethical and legal standards including confidentiality.

Accountability

- Phone log, calendars, and Web-based recording system.

Resources

- ASCA form for outside referrals (ASCA Workbook, pp. 96–97).

Standard D

Career and technical counselors work with and assist in district and OVTE Compliance and Reporting.

Competency 1: Career and technical counselors assist with and coordinate the collection and aggregation of data from the career and technical site.

Suggested Counselor Strategies

- Counselors will be familiar with databases and data-driven information for state and federal compliance.
- Counselors maintain resources for obtaining any needed information on students (i.e., number of completers, special populations, roster, etc.).

Accountability

- Review of student packages; Month 1 and Month 9 rosters; electronic data.

Resources

- MSIS

Counseling Services - Appraisal

Standard A

Career and technical counselors coordinate and/or assist district test coordinators with state-mandated career and technical tests.

Competency 1: Career and technical counselors coordinate career and technical tests such as the Mississippi Career Planning and Assessment System, Second Edition (MS-CPAS2).

Suggested Counselor Strategies

- Attend annual test coordinator training.
- Provide orientation to students on state-mandated testing; emphasize importance of best effort.
- Coordinate testing dates; document make-up days for statewide testing and names of students completing testing.
- Maintain a current testing calendar with local district and MDE-mandated testing.
- Follow guidelines set forth by the district test plan on test security, test administration, dates, and proper documentation.
- Train teachers on the district test security prior to the administration of the test.
- Order and return test to appropriate source.
- Meet with teachers, principals, and students to interpret test results.

Accountability

- Test training sign-in sheets.
- Professional development materials.
- Test security plan local and district.

Resources

- RCU (<http://info.rcu.msstate.edu>).
- Mississippi Department of Education Office of Student Assessment (www.mde.k12.ms.us/osa).

Program Accountability

In keeping with the federal mandate of the No Child Left Behind Act of 2001 and the Carl D. Perkins Act of 2006, all educational programs must meet the educational needs of all students, providing appropriate alternatives to students identified as at risk. Career and technical counselors maintain robust documentation to address these issues. Mississippi career and technical programs ensure equal access/opportunity to all students. Annual evaluation of programs by all populations (students, teachers, administrators, business/industry, and self-review) is necessary to cultivate creative and objective perspectives to position the state's career and technical programs for the 21st century. The **PROGRAM OF WORK CALENDAR** will be used by state career and technical staff in site visits/reviews and must be maintained as documentation for all activities conducted by the career and technical counselor annually. A measure that is aligned with the ASCA model will be Support Personnel Accountability Report Card (SPARC), which is a continuous improvement tool that gives a school site an opportunity to demonstrate effective communication and a commitment for getting results. SPARC was developed by an advisory group of Los Angeles County counselors, counselor supervisors, counselor educators, and California Department of Education Consultants. ²

Standard A

Career and technical counselors maintain annual calendar of Program of Work.

Competency 1: The Mississippi Department of Education/Office of Vocational Education and Workforce Development (MDE/OVEWD) Program of Work is planned, implemented, and evidenced in some form of documentation such as a monthly calendar.

Suggested Counselor Strategies

- Create and maintain an annual calendar of events and activities, as recommended by the Program Review Instrument, which displays daily activities by the month, using a personal or professional appointment book such as a Day Timer or At-A-Glance.
- Document annual events such as pre-service orientation to teaching staff, state testing, career fairs, college day, open house, orientation programs, parent night, industry visits, character and career development activities, and holidays.
- Maintain and document daily, weekly, and monthly activities to include counseling services, classroom employment skills training, recruitment activities, and postsecondary visits on- and off-site.
- Establish preparedness for program reviews by district, state, or federal officials.

² *Support personnel accountability report card.* (n.d.). Retrieved April 9, 2010, from www.sparconline.net

Accountability

- Counseling documentation using Web-based system.
- Calendars, sign-in sheets, agendas, and lesson plan.

Resources

- Calendars within software programs.

Standard B

Career and technical counselors support components of the No Child Left Behind mandate and the Carl Perkins Act of 2006.

Competency 1: Career and technical counselors provide documentation to show that all students have equal access to counseling program offerings by scheduling group and individual sessions with all students enrolled in career and technical programs.

Suggested Counselor Strategies

- Schedule presentation time during pre-service professional workdays to elaborate and discuss counseling curriculum requirements with administrative staff and teachers; explain the importance of the curriculum; describe what the students will be doing and how this will positively impact the students' career and technical education experiences and career pathway choices.
- Establish a schedule for counseling activities with each teacher to avoid conflicts with classroom curriculum and testing.
- Maintain attendance records of students to verify students' participation in counseling program offerings through the year.

Accountability

- Memorandum of requests for classroom activities.
- Copy of attendance report and sign-in sheets for professional development days.
- Records of presentation – agendas.

Standard C

Career and technical counselors maintain student information and record keeping.

Competency 1: Career and technical counselors maintain electronic and/or hard files on students to include general and specific information reflecting the students' performance in the career and technical program.

Suggested Counselor Strategies

- Maintain confidential student files, which may be kept in a secured cabinet in the counselor's office for a period of at least 2 years coinciding with the completion of the career and technical program.
- Maintain completers' files for follow-up surveys for 2 years post-completion.
- Coordinate follow-up of completers' post-career and technical status for the Mississippi Student Information System (MSIS).
- Document student information including but not limited to academic performance; disciplinary action and disposition; parent contact; honors, awards, and scholarships earned; participation in activities mandated by the curriculum such as field trips and permission forms; job shadowing experiences; work-based learning experiences and reports from employers; testing and appraisals; evaluations; and students' participation in summer internships.
- Maintain contact with teaching staff regarding attendance including tardiness and absenteeism.
- Record and maintain records of total population of first-year and second-year students, including a breakdown of populations from the feeder schools.

Accountability

- Copies of student records, student packages, and files.

Standard D

Career and technical counselors conduct annual program evaluation.

Competency 1: Career and technical counselors conduct annual evaluations of guidance services.

Suggested Counselor Strategies

- Measure the effectiveness of the career and technical guidance programs by teaching staff evaluation, director evaluation, student evaluation, and guidance counselor review.
- Utilize tools such as reviewing of the students' cumulative records, consulting with teachers, observing the students in the classroom, reviewing results of state test scores, and interviewing students.
- Administer evaluation forms created for students, teachers, and administrative staff to obtain curriculum-specific information.
- Measure the effectiveness of the program as it relates to the community by keeping records of community involvement and conducting surveys with employers in the placement program.

Accountability

- Exit interviews.

- Student evaluation of guidance services.

Resources

- School Counselor Handbook, pp. X13–X24.
- Missouri Comprehensive Guidance Programs: Linking School Success with Life Success (pp. 124–132).

Professional Development

As mentors and guardians of students' personal and academic performance, career and technical counselors need to stay current on legal, technical, and educational issues impacting career and technical programs and student performance. Career and technical counselors are responsible for gaining knowledge in the areas of High School Redesign and the Career Pathways Model. More importantly, opportunities for networking with peers and personal and professional renewal are critical for maintaining high levels of enthusiasm, excitement, and connection to the mission of career and technical education.

Standard A

Career and technical counselors participate in professional growth opportunities.

Competency 1: Career and technical counselors keep current on best practices, legal concerns, and training through membership and involvement in professional organizations.

Suggested Counselor Strategies

- Join and attend meetings and conferences sponsored by professional associations such as the Association of Career and Technical Educators (ACTE), Mississippi Association of Career and Technical Educators (MS-ACTE), Mississippi Counseling Association (MCA), American Counseling Association (ACA), Mississippi School Counselors' Association (MSCA), and Mississippi Career and Technical Counselors' Association (MVCA).
- Earn continuing education units (CEUs) by attending district- and state-sponsored workshops, seminars, and conferences; and earn college credits by attending graduate-level courses.
- Network with local and state business/industry leaders, other educational settings, and peers.
- Subscribe to pertinent publications providing current information on career and career and technical counseling.

Accountability

- Certificates of completion, licenses, and CEU certification.

Resources

- Mississippi Counselor Association Web site (www.mscounselor.org).
- Association for Career and Technical Education (www.acteonline.org).

Standard B

Career and technical counselors continually update technical and career and technical knowledge and skills.

Competency 1: Career and technical counselors attend sessions offering technical training on new equipment, software, and Internet skills.

Suggested Counselor Strategies

- Take advantage of all opportunities to use and fully understand the CHOICES software, updates, and Internet applications, and understand how each component works to provide a comprehensive picture of career information to students.
- Use opportunities for attending other technical training such as Blackboard training for counselors sponsored by the RCU and training in software, database management, and so forth.
- Keep abreast of and be conversant in new technology applications in career and technical and technical curricula.
- Participate in any district/state-, military-, and business/industry-sponsored tours offered for career and technical counselors.
- Participate in any High School Redesign training that is offered for CTE counselors.

Accountability

- Develop communication system using electronic communication.
- Be able to demonstrate access and ability with technical equipment.
- Attend and show agenda and certificates of completion from CTE training through district, state, and Tech Prep consortia workshop and conferences.

Resources

- RCU (<http://info.rcu.msstate.edu>).

Recruitment

Building on good working relationships with feeder schools and high schools and keeping the public sector and parents apprised of career and technical education curricula and its numerous benefits to students are essential in developing sustainability in career and technical programs. Ongoing relationships are developed with feeder schools, with an emphasis on introducing career and technical activities to middle school students entering high school, as well as introduction to high school students. Sustainability is predicated on students' interest in and commitment to career and technical education opportunities and their demonstrated success in future career and academic programs. Recruiting involves marketing of the career and technical programs to all partners in the educational system: teachers, administrators, parents, and local area community business and industry. Career and technical counselors provide information to the public through news releases and articles; success stories and awards are published periodically. As students take advantage of the opportunities in career and technical education, pending graduates will be equipped with knowledge and practical skills that will enable them to make suitable college and employment choices that will lead to satisfying careers.

Standard A

Career and technical counselors establish a public relations plan.

Competency 1: Career and technical counselors recruit students by means of a good public relations program designed to enhance and promote the integrity of career and technical education.

Suggested Counselor Strategies

- Submit articles or pictures weekly/monthly to the local newspaper to highlight student activities and accomplishments in the career and technical programs.
- Involve businesses, the community, news media, and public libraries in activities promoting National Career Technical Education Week.
- Invite legislators and civic organizations to tour your center.
- Publish a bi-yearly newsletter for distribution to students, faculty, parents, community, and business leaders.

Accountability

- Notebook of events and clippings; pictorial histories.
- Keep a list of student competition winners and disaggregate data.

Standard B

Career and technical counselors provide students with career and technical information.

Competency 1: Career and technical counselors provide students from feeder schools information on career and technical programs.

Suggested Counselor Strategies

- Conduct tours of the career and technical center.
- Distribute informative letters to parents of junior high students at events such as Parent/Teacher Conference Day or Back to School Open House.
- Set up displays at feeder schools' open houses, parent/teacher conferences, career days, and so forth.
- Publish and distribute recruitment brochures containing information on occupational areas offered at the career and technical center suitable for seventh-, eighth-, 9th-, and 10th-grade students.
- Visit 9th- and/or 10th-grade students in homerooms or classes such as STEM/Computer Discovery, other non-subject-area classes, and so forth and provide them with informational materials about career and technical programs.
- Encourage CTE instructors or students to be classroom guest speakers in junior high or middle school classrooms.

Accountability

- Vocational site tour evaluation.
- Copies of recruitment brochures and letter/memorandum; calendar schedules for visits; hard copies of e-mail communications.

Standard C

Career and technical counselors keep academic faculty informed of new trends in career and technical education.

Competency 1: Career and technical counselors keep academic faculty informed of new trends in and advantages of career and technical education.

Suggested Counselor Strategies

- Prepare updates and information to be presented at faculty meetings and professional development events.
- Include information in Advisory Committee meetings.

Accountability

- Advisory Committee meeting minutes for the guidance program.
- Sign-in sheets.

Standard D

Career and technical counselors keep parents informed of new trends in career and technical education.

Competency 1: Counselors provide information to parents of students at feeder schools about the career and technical curricula, credits earned, and how the program can benefit students' future employment and academic pursuits.

Suggested Counselor Strategies

- Include CTE classes and class descriptions in the high school registration manual.
- Seek opportunities at Parents' Night, Back to School Night, and PTA meetings to distribute information or speak about the advantages of career and technical programs as they relate to the world of work and academic fields of study.

Accountability

- Copy of pre-registration course description, catalog of courses, and brochures describing courses.

Resources

- Parent letter and course description brochure.

Community and Parent Involvement

Career and technical programs are most successful when the local community and parents have an investment in the programs' goals and their students' academic and career and technical achievements. The career and technical counselor provides many venues for **Community and Parent Involvement**. Networking with local area business and industry is central to the goal of obtaining quality career and technical opportunities for the students. Parent involvement in the motivation and understanding of the career and technical programs' goals and objectives is crucial to the sustainability of career and technical programs statewide. Counselors provide a wide range of resources to students, community, and parents.

Standard A

Career and technical counselors serve as liaisons between the students and resources.

Competency 1: Students are informed of current community resources pertaining to their selected curriculum.

Suggested Counselor Strategies

- Attend community meetings, workshops, seminars, or conferences to obtain knowledge concerning resources that are available to students, and share those findings with students.
- Keep a file/Rolodex of community resources, their services, contacts, and phone numbers. Include social, educational, and faith-based organizations and so forth.
- Document Advisory Committee meetings at least twice per year. Include those who will serve as good resources for your program (e.g., academic counselors, business/industry representatives, community college representatives, parents, etc.).

Accountability

- Agendas and sign-in sheets.
- Documentation of resources.

Resources

- Student and parent resource for scholarship and/or college information (www.esfweb.net).
- ACT information (www.act.org).
-

Standard B

Career and technical counselors assist students with opportunities for community service activities.

Competency 1: Students participate in school-sponsored service projects to enhance their career and technical skills and increase their community awareness.

Suggested Counselor Strategies

- Assist instructors in planning and implementing a community service project for each program in your school. Choose projects that will utilize the skills that are being taught in each career and technical program (e.g., Allied Health students work in a free clinic, working with local health agencies, or Building Trades students work with Habitat for Humanity, etc.).
- Document student achievements and activities in newspapers and newsletters to promote self-esteem and pride in community involvement.

Accountability

- Special projects recorded in notebooks or bulletin displays; newspaper articles; press releases; and film clips.

Resources

- Contact local Rotary Club, Lions Club, local Chamber of Commerce, or other civic organizations.

Standard C

Career and technical counselors assist CTE instructors with job shadowing activities.

Competency 1: Students who participate in a job shadowing or technical training program observe a worker or workers in the student's occupational field of choice.

Suggested Counselor Strategies

- Assist instructor with disseminating information about the program to local business and industry partners.
- Reinforce work ethics in preparation for job shadowing experience.
- Provide debriefing and conduct post-job-shadowing evaluation.

Accountability

- Lesson plans, calendar, and Web-based reporting system.

Resources

- Contact community college workforce development coordinator.

Standard D

Career and technical counselors support and assist instructional staff in planning field trips to local/regional business and industry sites.

Competency 1: Student groups visit business/industry sites and observe workers on the job.

Suggested Counselor Strategies

- Assist program instructors with business/industry visits at least once a year.
- Contact business/industry partners and coordinate visits annually for each program offered at the center (e.g., visits with large and small groups of students or colleagues and/or individual visits with sites to obtain information on new innovations, career opportunities, hiring practices, and resource building for student information and job placement).
- Establish a relationship with business/industry to determine what assessment/skills are used as criteria/guidelines for employment.

Accountability

- Documentation of business and industry visit and field trips via Web-based reporting system; calendar, lesson plan, and so forth.

Resources

- Local manufacturing plants, local industries, and local Chamber of Commerce.

Standard E

Career and technical counselors strengthen the public's knowledge of events/activities through the use of media.

Competency 1: Career and technical events and activities will be publicized.

Suggested Counselor Strategies

- Lead students to make public service announcements concerning career and technical events (e.g., ask students to make a PSA about your celebration of National Career and Technical Education Week).
- Publicize events/activities in the local newspaper and/or through career and technical newsletters and Web sites.
- Develop pamphlets about each program, and place in local high schools and public libraries.

Accountability

- Copies of media release, samples of flyers, pamphlets, recordings, and so forth.

Resources

- Contact local radio station and/or newspaper.

Standard F

Career and technical counselors strengthen parent involvement in career and technical programs.

Competency 1: Parents have the opportunity to be involved in career and technical school activities.

Suggested Counselor Strategies

- Conduct an open house at least once per school year.
- Provide opportunities for parent/teacher conferences.
- Schedule parents who work in business/industry to serve as guest speakers, tour guides, preceptors, employers for Co-Op students, and so forth.
- Invite parents to chaperone on club trips, industry tours, and so forth.
- Invite parents to induction ceremonies of career and technical organizations.
- Offer special programs to parents and students (e.g., ACT workshops, financial aid workshops, etc.).
- Invite parents to the career and technical awards program.

Accountability

- Sign-in sheets, phone logs, and agendas.

Resources

- PTA/PTO involvement.

Emergency Response Management

The globalization of the world has forever changed beliefs about social context. Geographical distances no longer truly separate people. Traumatic events, such as 9-11, the Oklahoma City bombings, and the Columbine and Pearl High School shootings, have derailed the idea that “bad things happen somewhere else...over there.” To compound these changes in the worldview, local area school districts must face the ever-increasing possibility of a catastrophic event occurring on school grounds and during school time. The Columbine and Pearl High School shootings are examples of worst possible case scenarios. The nature of crisis and emergency events significantly impacts populations precisely because they are unexpected and, more pointedly, are never even consciously considered as a possible occurrence. Pro-active training in anti-violence and anger management is essential. Crisis and emergency planning is mandatory, and planning for crisis response is imperative. Career and technical counselors, along with other professional district staff, play a significant role in student/staff management during a crisis event and its aftermath.

Standard A

Career and technical counselors comply with response management as outlined in the Mississippi School Counseling Curriculum Framework.

Competency 1: Career and technical counselors comply with the general Mississippi School Counseling Curriculum Framework.

Suggested Counselor Strategies

- Keep a copy of the Mississippi School Counseling Curriculum Framework in the career and technical counselor’s office, as a resource for all counselor competencies, including general instruction for emergency management.
- Keep a copy of the district emergency plan in the office.

Accountability

- Written plan for crisis events at desk; resources from MSCCF CD on Crisis Response procedures, *When Tragedy Strikes...What Will You Do?*

Resources

- Mississippi Curriculum Framework, National Organization for Victim Assistance (www.trynova.org).
- National Association of School Psychologists (www.nasponline.org).
- Local police department/sheriff’s department for information and/or student presentations.

Standard B

Career and technical counselors participate in crisis/emergency response training.

Competency 1: Career and technical counselors attend training and/or crisis response rehearsals mandated by their school district.

Suggested Counselor Strategies

- Attend “Protocol for Counselor Response Team” or other emergency management training sponsored by the Mississippi State Department of Education and/or district training events for crisis and emergency management.

Accountability

- Documentation of training events attended.

Resources

- American School Counselor Association (<http://www.schoolcounselor.org>).
- Local police department/sheriff’s department for information and/or student presentations.

Dropout Prevention

Counselors are essential to the development and success of all students. However, the American School Counselors Association advocates focused identification, intervention, and tracking of at-risk students. The identification of at-risk students is essential and requires a team approach in such programs between academic and career and technical programs. This includes a focused review of academic records and a survey of attitude and motivation toward education.

Standard A

Counselors assist and review student records to include poor grades, low attendance, failure to be promoted, and classroom disengagement.

Competency 1: CTE counselors work collaboratively with academic counselors and teachers, attendance officers, and other invested staff and/or parents to obtain information on at-risk students.

Suggested Counselor Strategies

- Obtain and implement local district Dropout Prevention plan.
- Provide counseling for at-risk students individually and small group for crisis and personal social issues impacting school performance.
- Collaborate with academic teachers and career and technical instructors to provide appropriate monitoring and reinforcement for students as needed.
- Maintain positive contacts with parents on a routine basis.

Accountability

- Lesson plans.
- Web-based reporting systems and phone logs.
- Student packages to include SAM 6i, MSIS, and so forth.

Resources

- *Approaches to Dropout Preventions: Heeding Early warning Signs With Appropriate Interventions* (http://www.betterhighschools.com/docs/NHSC_ApproachesToDropoutPrevention.pdf).
- Contact local truancy officer.

Review Instrument for Career and Technical Programs

Mississippi Department of Education, Counseling Division

To be completed for each career and technical program:

School/Location

Program

Performed by

Y = yes – Services are deemed to meet the objective.
NI = needs improvement – Services will meet objective with modifications.
N = no – Services are deemed to fail to meet objective.

COUNSELING SERVICES		
<p>Objective 1: Counseling services provide students personal growth and development.</p> <p><i>Career and technical counselors provide career and technical students with training to develop thinking and behavioral skills, leading to positive self-esteem and a better understanding of self and others.</i></p>	<p>Circle one:</p> <p>Y</p> <p>NI</p> <p>N</p>	Strategies/Examples/Source of Information
<p>Objective 2: Counseling services provide students academic and career development.</p> <p><i>Career and technical counselors track career and technical and technical students' academic and career and technical progress, assist students in developing career and workplace skills, and assist in course selection, college, career, and military exploration.</i></p>	<p>Circle one:</p> <p>Y</p> <p>NI</p> <p>N</p>	Strategies/Examples/Source of Information
<p>Objective 3: Counseling services are provided to Special Populations students.</p> <p><i>Career and technical counselors provide knowledgeable district-wide assistance in the recruitment of Special Populations students to career and technical programs.</i></p>	<p>Circle one:</p> <p>Y</p> <p>NI</p> <p>N</p>	Strategies/Examples/Source of Information
<p>Objective 4: Career and technical counselors provide placement information to students.</p> <p><i>Students are provided current information on the college application process, employment, and military career opportunities.</i></p>	<p>Circle one:</p> <p>Y</p> <p>NI</p>	Strategies/Examples/Source of Information

	N	
CONSULTING		
<p><i>Objective 1: Career and technical counselors assist in coordinating the integration of academic and career and technical skills.</i></p> <p><i>Career and technical counselors collaborate with instructors and academic counselors in order to provide a seamless integration of academic and career and technical skills.</i></p>	<p>Circle one: Y</p> <p>NI</p> <p>N</p>	Strategies/Examples/Source of Information
<p>Objective 2: Career and technical counselors coordinate activities leading to program retention and completion.</p> <p><i>Career and technical counselors play a vital role in program retention, placement, and follow-up; encourage program completion and transition into a career and technical field of work or study.</i></p>	<p>Circle one: Y</p> <p>NI</p> <p>N</p>	Strategies/Examples/Source of Information
<p><i>Objective 3: Career and technical counselors provide consultation to teaching and other professional staff.</i></p> <p><i>Career and technical counselors provide resources to staff for students' career, personal, and academic development.</i></p>	<p>Circle one: Y</p> <p>NI</p> <p>N</p>	Strategies/Examples/Source of Information
<p><i>Objective 4: Career and technical counselors assist/coordinate MDE/OVEWD Compliance and Reporting.</i></p> <p><i>Career and technical counselors work with and assist in district and OVEWD Compliance and Reporting.</i></p>	<p>Circle one: Y</p> <p>NI</p> <p>N</p>	Strategies/Examples/Source of Information
APPRAISAL		
<p>Objective 1: Career and technical counselors coordinate and/or assist district test coordinators with state-mandated career and technical tests.</p> <p><i>Career and technical counselors coordinate career and technical tests such as the Mississippi Career Planning and Assessment System, Second Edition (MS-CPAS2).</i></p>	<p>Circle one: Y</p> <p>NI</p> <p>N</p>	Strategies/Examples/Source of Information

PROGRAM ACCOUNTABILITY		
<p>Objective 1: Career and technical counselors maintain annual calendar of Program of Work.</p> <p><i>The Mississippi Department of Education/Office of Vocational Education and Workforce Development (MDE/OVEWD) Program of Work is planned, implemented, and evidenced in some form of documentation such as a monthly calendar.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 2: Career and technical counselors support components of No Child Left Behind and Carl D. Perkins Act of 2006.</p> <p><i>Career and technical counselors provide documentation to show that all students have equal access to counseling program offerings by scheduling group and individual sessions with all students enrolled in career and technical programs.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 3: Career and technical counselors maintain student information and record keeping.</p> <p><i>Career and technical counselors maintain electronic and/or hard files on students to include general and specific information reflecting the students' performance in the career and technical program.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 4: Career and technical counselors conduct annual program evaluations.</p> <p><i>Career and technical counselors conduct annual evaluations of guidance services.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
PROFESSIONAL DEVELOPMENT		
<p>Objective 1: Career and technical counselors participate in professional growth opportunities.</p> <p><i>Career and technical counselors keep current on best practices, legal concerns, and training through membership and involvement in professional organizations.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 2: Career and technical counselors update technical and career and technical knowledge and skills.</p> <p><i>Career and technical counselors attend sessions offering technical training on new equipment, software, and Internet skills.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information

RECRUITMENT		
<p>Objective 1: Career and technical counselors establish a public relations plan.</p> <p><i>Career and technical counselors recruit students by means of a good public relations program designed to enhance and promote the integrity of career and technical education.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 2: Career and technical counselors provide students with career and technical information.</p> <p><i>Career and technical counselors provide information to students from feeder schools about career and technical education.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 3: Career and technical counselors keep academic faculty informed of new trends in career and technical education.</p> <p><i>Career and technical counselors keep academic faculty informed of new trends in and advantages of career and technical education.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 4: Career and technical counselors provide parents with information about career and technical curriculum opportunities.</p> <p><i>Career and technical counselors provide information to parents of students at feeder schools about the career and technical curricula, credits earned, and how the program can benefit students' future employment and academic pursuits.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
COMMUNITY AND PARENT INVOLVEMENT		
<p>Objective 1: Career and technical counselors serve as liaisons between students and resources.</p> <p><i>Students are informed of current community resources pertaining to their selected curriculum.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 2: Career and technical counselors assist students with opportunities for community service activities.</p> <p><i>Students participate in school-sponsored service projects to enhance their career and technical skills and increase their community awareness.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information

<p>Objective 3: Career and technical counselors assist CTE instructors with job shadowing activities.</p> <p><i>Students may chose to participate in a job shadowing or technical training programs, which allows them to observe a worker or workers in the student's occupational field of choice.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 4: Career and technical counselors support and assist teaching staff in field trips to local/regional business and industry.</p> <p><i>Student groups visit business/industry sites and observe workers on the job.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 5: Career and technical counselors strengthen the public's knowledge of events/activities through the use of media.</p> <p><i>Career and technical events/activities will be publicized.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 6: Career and technical counselors strengthen parent involvement in career and technical programs.</p> <p><i>Parents have the opportunity to be involved in career and technical school activities.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
EMERGENCY RESPONSE MANAGEMENT		
<p>Objective 1: Career and technical counselors comply with response management as outlined in the Mississippi School Counseling Model.</p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information
<p>Objective 2: Career and technical counselors participate in crisis/emergency response training.</p> <p><i>Career and technical counselors attend training in crisis management or crisis response rehearsals mandated by school districts.</i></p>	<p>Circle one: Y NI N</p>	Strategies/Examples/Source of Information

DROPOUT PREVENTION		
<p>Objective 1: Counselors assist and review student records to include poor grades, low attendance, failure to be promoted, and classroom disengagement.</p> <p><i>CTE counselors work collaboratively with academic counselors and teachers, attendance officers, and other invested staff and/or parents to obtain information on at-risk students.</i></p>	<p>Circle one: Y NI N</p>	<p>Strategies/Examples/Source of Information</p>

Evaluation Completed:

MDE/OVTE (signature)

DATE

CAREER AND TECHNICAL COUNSELOR (signature)

DATE

Appendix A: Ethical Standards for School Counselors

Ethical Standards for School Counselors was adopted by the ASCA Delegate Assembly, March 19, 1984, and revised March 27, 1992, June 25, 1998, and June 26, 2004.

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with

disabilities and students with nondominant language backgrounds.

- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals.

The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical

responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner
 - Counselor seeks legal consultation as to the legalities of informing the partner
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
 - e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.
 - f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.
 - g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. Counseling Plans

The professional school counselor:

- a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.
- b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

- a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (*e.g.*, counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.
- b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

- a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/ guardians and students of applicable resources and making proper plans for transitions with

minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

- a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.
- c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

- a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
- b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve

the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only

utilizes assessment measures that are within the scope of practice for school counselors.

- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.
- f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- b. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing

family difficulties that interfere with the student's effectiveness and welfare.

- c. Respects the confidentiality of parents/guardians.
- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. RESPONSIBILITIES TO COLLEAGUES AND

PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
- d. Is knowledgeable about release of information and parental rights in sharing information.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interest.
- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.
- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.
- g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel.
- h. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

- a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

- b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- c. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- d. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Diversity

The professional school counselor:

- a. Affirms the diversity of students, staff and families.
- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- e. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

The professional school counselor:

- a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
- d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.
- f. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- g. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

- a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be

made to the Ethics Committees in the following sequence:

- state school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for:
 - educating and consulting with the membership regarding ethical standards
 - periodically reviewing and recommending changes in code
 - receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
 - handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

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Appendix B: Resources

Published under a separate cover.

Appendix C: Career Center Information

Center Manager Job Description

CAREER CENTER MANAGER

Job Description

PURPOSE

Maintain and organize career education materials for accessibility by students, counselors, teachers, and administrators.

MINIMUM QUALIFICATIONS

- Paraprofessional.
- Strong computer/Internet skills.
- Public relations skills.
- Managerial/Organizational ability.

SCHOOL ORGANIZATION POSITION

- Should be directly responsible to the high school principal.
- Should be full time, ALL day, in the career center.
- Salaries are provided by local districts.

RESPONSIBILITIES

1. Manage Career Center

- Order and organize materials.
- Manage budget provided by local district.
- Maintain inventory (computers, printers, software, career development materials, and supplies).
- Maintain center: attractive appearance, displays, and bulletin boards.
- Handle correspondence as needed.
- Use proper communication skills with faculty, students, parents, and community.
- Keep daily records (student use of center, etc.).

2. Assist Students With Career and Educational Information

- Conduct student orientation to center.
- Schedule adequate time for students to complete required grade-level activities such as: interest inventories, career/educational planning, college/financial aid searches, and basic academic and employability skill preparation.
- Help students in use of computers, Internet, and software to investigate careers and interests.

3. Assist Counselors With Students' Career and Educational Planning

- Maintain current software and Internet resources.
- Collect and maintain pertinent student data.
- Assist in development of high school and college career/educational plans.
- Assist in administering skill assessments and inventories.
- Assist in communication with college and military recruiters.
- Provide additional scholarship and financial aid information.
- Refer students to school counselor for academic, personal/social issues.

4. Assist Teachers With Additional Instructional Resources

- Provide career resource materials related to subject areas.
- Provide current guest speaker list.
- Connect required activities to curriculum units for additional student grades.
- Work with teachers to schedule students for required activities and other curriculum related activities.

5. Coordinate Public Relations Activities

- Promote benefits of the Career Center to the entire community.
- Help schedule speakers or representatives from business/industry.
- Build working relationships with parents and business leaders.
- Maintain regular contact regarding job market trends.
- Assist with coordinating Career Day activities.

Required Career Development Grade Level Activities

CAREER DEVELOPMENT 7–12

Required Activities

Career Development Software is provided to all public schools in Mississippi to help students make the connection between school courses, colleges/universities, and the work world. Current contracts are with Xap Corporation, for Choices Planner to use at the high school level and Choices Explorer for grades 7–8.

Choices Planner, the high school Internet-based career development solution gives students and their families access at school, home, or at any available computer to build their online lifelong portfolios, complete required activities, and plan postsecondary education and financial aid. The Internet version allows the counselor, administrators, and career center manager to have reporting for all students in one location and the ability to customize course plans, utilize lesson plans, and much more. Automatic updates to features and content are made through the year, rather than annually when using the CD version.

Choices Explorer is the online resource for middle/junior high schools. As with Choices Planner, the student create their portfolios in 7th or 8th grade, then simply move them to their high school and continue their career development activities. This online resource is engaging and age appropriate for more meaningful career exploration and planning. The student’s work is saved online, which provides counselors, administrators, and career center managers with professional reports for accountability and student’s progress.

Students are asked to complete certain activities at each grade level that will assist them in learning about themselves, planning their school courses, connecting personal interests to job opportunities, as well as selecting appropriate colleges and universities for further education and training. Students have opportunities to develop writing/thinking skills and improve resume writing and interviewing techniques. Scholarship and financial aid information is available.

“Career Development Activities”... MS Code 37-9-79 states that all counselors must provide adequate career development for students. The career development activities selected from Choices Planner/Choices Explorer listed below are based on the National Career Development Guidelines and will satisfy that requirement.

Tech Prep Schools: Requirements for computerized career development (grades 7–12)

- Provide adequate funding to keep the career centers open all day with a full-time, trained manager/technician.
- Complete required grade level activities. (See lists below for grades 7 –12.) The fall 2010 HS Choices Planner and Choices Explorer online solution is customized with Guideways for each grade level and includes these activities within Choices Planner and Choices Explorer. Students can utilize the customized Mississippi Guideways to complete these activities each year and develop of career and education plan. Schools may use computer activities or, when computer

space is limited, may decide to substitute some printed activities that cover the required subject. Choices Planner and Choices Explorer have lesson plans, “printable” worksheets, and other activities for your convenience. Schools have the flexibility of deciding how and where they will complete the activity (career center, computer lab, classroom assignments, or other means). Using the online Choices Planner and Choices Explorer solutions, student’s work is automatically saved in his or her personal portfolio. Each year the portfolio information is updated and can be reviewed by the counselor, career center manager, and parents to ensure students are on track and completing the required activities.

- One parent conference is required. (Cover 4-yr plans, career reports, test scores, and other issues.) Please keep a “parent sign sheet” for your records to verify the conference.
- No teacher advisor meetings are required if you are able to complete the computerized career activities in other ways. We encourage you to remember the benefits of the advisor meeting time slots and take care of things like character education, ACT/SATP/GLTP test preparation, clubs, and leadership activities.

CHOICES EXPLORER (7th and 8th grades)

SEVENTH

Use Choices Explorer in 7th Career Discovery or ICT 1. Students’ work is automatically saved in their personal portfolio.

REQUIRED ACTIVITIES

- Discover My National Career Cluster (Career Cluster exploration activity).
- Connect National to Mississippi Cluster.
- Save Mississippi Cluster.
- Reflection (Journaling about Mississippi Cluster and pathways).
- Plan My Courses (Developing my 8th grade and high school course plan).
- My Experiences (Writing about experiences that are meaningful).
- Review My Course Plan (Review and revise).

EIGHTH

Use Choices Explorer in 8th Computer Discovery or in ICT 2. Students work is automatically saved in their personal portfolio.

REQUIRED ACTIVITIES

- (Re)Discover My National Career Cluster (Career Cluster exploration activity).
- What Sort of Careers Would I Like? (Career Finder interest and skills exploration activity).
- More Careers That I Like (Review suggested careers; save two in portfolio).
- My Interest Over Time (Journaling).
- 8th Grade Planning Time line.
- Learning Beyond High School (Major Finder exploration activity).

- Review Your High School Course Plan (Review or revise high school 4-year plan). My Experiences (Writing about experiences that are meaningful)
- My Accomplishments (Document accomplishments)
- What I've Learned (Journaling)

CHOICES PLANNER (Grades 9–12)

NINTH

REQUIRED ACTIVITIES

9th Grade Planning Time line - Postsecondary Planning for 9th (Discuss with students in August/September).

My Interests Interest Profiler (Interest assessment results + Related Occupations List).

- Connect National to Mississippi Cluster.
- Connect Interest to Career Areas.
- Explore Careers (Using Interest Profiler assessment results and add to your portfolio).
- Review Your High School Course Plan.
- Postsecondary Planning (Review college admission requirements).

TENTH

REQUIRED ACTIVITIES:

- 10th Grade Planning Time line - Postsecondary Planning for 10th (Discuss with students in August/September).
- My Interests - Interest Profiler (Interest assessment results + Related Occupations List) (If not completed in 9th).
- My Values (Work Importance Locator assessment).
- My Skills (Basic Skills assessment).
- Build My Resume.
- Review Your High School Course Plan.

ELEVENTH

REQUIRED ACTIVITIES:

- 11th Grade Planning Time line - Postsecondary Monthly Planning for 11th (Discuss with students in August/September).
- My Resume – Review, update.
- My Cover Letter.
- My Thank-You Letter.
- Explore Schools (Explore schools and select college/university and add to your portfolio).

- Build a Career Plan (Using Work, Learn and Life tools).
- Find Scholarships (Use Scholarship Finder to apply for scholarships).
- Review Your High School Course Plan.

TWELFTH

REQUIRED ACTIVITIES:

- 12th Grade Planning Time line - Postsecondary Monthly Planning for 12th (Discuss with students in August/September).
- Explore Schools (School Finder search activity).
- Interview Practice.
- My Resume (Create if not completed in 10th or 11th grade, review, and revise).
- Build a Career Plan (Using Work, Learn and Life tools).
- Paying for College (Financial Aid/Scholarship search).

Suggested Exit Documents requested by business/industry: (1) Resume, (2) Student transcript, (3) Proof of computer skills/capabilities, (4) Proof of writing skills, (5) Appropriate test scores, (6) List of accomplishments/awards/certificates, and (7) Letters of recommendation.

SUGGESTION: Consider using these subject areas for possible career assignments (9th Tech Discovery or STEM - 10th World History - 11th English - 12th English - US Government and other subjects). Many state curricula already request some of the above activities. The quality of the student's work will increase when the activity is an assignment to receive a grade. As teachers become familiar with Choices, they like the quality and resource value of the software.

Career Development Guidelines

CAREER DEVELOPMENT COMPETENCIES BY AREA AND LEVEL*

Elementary	Middle/Junior High School	High School	Adult
<u>Self-Knowledge</u>			
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self-concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
<u>Educational and Occupational Exploration</u>			
Awareness of the benefits of educational achievement	Knowledge of the benefits of educational achievement to career opportunities	Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Awareness of the relationship between work and learning	Understanding the relationship between work and learning	Understanding the need for positive attitudes toward work and learning	Skills to participate in work and lifelong learning
Skills to understand and use career information	Skills to locate, understand, and use career information	Skills to locate, evaluate, and interpret career information	Skills to locate, evaluate, and interpret career information
Awareness of the importance of personal responsibility and good work habits	Knowledge of skills necessary to seek and obtain jobs	Skills to prepare to seek, obtain, maintain, and change jobs	Skills to prepare to seek, obtain, maintain, and change jobs

Awareness of how work relates to the needs and functions of society	Understanding how work relates to the needs and functions of the economy and society	Understanding how societal needs and functions influence the nature and structure of work	Understanding how the needs and functions of society influence the nature and structure of work
<u>Career Planning</u>			
Understanding how to make decisions	Skills to make decisions	Skills to make decisions	Skills to make decisions
Awareness of the interrelationship of life roles	Knowledge of the interrelationship of life roles	Understanding the interrelationship of life roles	Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	Knowledge of different occupations and changing male/female roles	Understanding the continuous changes in male/female roles	Understanding the continuing changes in male/female roles
Awareness of the career planning process	Understanding the process of career planning	Skills in career planning	Skills to make career transitions

*Material provided by National Career Development Guidelines Handbook

National Career Development Guidelines

Source: <http://www.minot.k12.nd.us/votech/File/resources/ncdg.htm>

The following information contains the competencies that all students are expected to achieve in the three main categories of the National Career Development Guidelines (self-knowledge, educational and occupational education, and career planning).

ELEMENTARY

SELF-KNOWLEDGE (ELEMENTARY)

I. KNOWLEDGE OF THE IMPORTANCE OF SELF-CONCEPT:

- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

II. SKILLS TO INTERACT WITH OTHERS:

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group memberships skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

III. AWARENESS OF THE IMPORTANCE OF GROWTH AND CHANGE:

- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION (ELEMENTARY)

IV. AWARENESS OF THE BENEFITS OF EDUCATIONAL ACHIEVEMENT:

- Describe how academic skills can be used in the home and community.
- Identify personal strengths and weaknesses in subject areas.
- Identify academic skills needed in several occupational groups.
- Describe relationships among ability, effort, and achievement.
- Implement a plan of action for improving academic skills.
- Describe school tasks that are similar to skills essential for job success.
- Describe how the amount of education needed for different occupational levels varies.

V. AWARENESS OF THE RELATIONSHIP BETWEEN WORK AND LEARNING:

- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for occupations.
- Demonstrate effective study and information seeking habits.
- Demonstrate an understanding of the importance of practice, effort, and learning.
- Describe how current learning relates to work.
- Describe how one's role as a student is like that of an adult worker.

VI. SKILLS TO UNDERSTAND AND USE CAREER INFORMATION:

- Describe work of family members, school personnel, and community workers.
- Identify occupations according to data, people, and things.
- Identify work activities of interest to the student.
- Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
- Describe jobs that are present in the local community.
- Identify the working conditions of occupations (Examples: inside/outside, hazardous).
- Describe the way in which self-employment differs from working for others.
- Describe how parents, relatives, adult friends, and neighbors can provide career information.

VII. AWARENESS OF THE IMPORTANCE OF PERSONAL RESPONSIBILITIES AND GOOD WORK HABITS:

- Describe the importance of personal qualities to getting and keeping jobs (Examples: dependability, promptness, getting along).
- Demonstrate positive ways of performing working activities.
- Describe the importance of cooperation among workers to accomplish a task.
- Demonstrate the ability to work with people who are different from oneself (Examples: race, age, gender).

VIII. AWARENESS OF HOW WORK RELATES TO THE NEEDS AND FUNCTIONS OF SOCIETY:

- Describe how work can satisfy personal needs.
- Describe the products and services of local employers.
- Describe ways in which work can help overcome social and economic problems.

CAREER PLANNING (ELEMENTARY)

IX. UNDERSTANDING HOW TO MAKE DECISIONS:

- Describe how choices are made.
- Describe what can be learned from making mistakes.
- Identify and assess problems that interfere with attaining goals.
- Identify strategies used in solving problems.
- Identify alternatives in decision-making situations.
- Describe how personal beliefs and attitudes affect decision making.
- Describe how decisions affect self and others.

X. AWARENESS OF THE INTERRELATIONSHIP OF LIFE ROLES:

- Describe the various roles an individual may have (Example: friend, student, worker, family member).
- Describe how work roles complement family roles.
- Describe work related activities in the home, community, and school.
- Describe how family members depend on one another, work together, and share responsibilities.

XI. AWARENESS OF DIFFERENT OCCUPATIONS AND CHANGING MALE/FEMALE ROLES:

- Describe how work is important to all people.
- Describe the changing life roles of men and women in work and family.
- Describe how contributions of individuals both inside and outside the home are important.

XII. AWARENESS OF THE CAREER PLANNING PROCESS:

- Describe the importance of planning.
- Describe skills needed in a variety of occupational groups.
- Develop an individual career plan for the elementary school level.

MIDDLE SCHOOL

SELF-KNOWLEDGE (MIDDLE/JUNIOR HIGH SCHOOL)

I. KNOWLEDGE OF THE INFLUENCE OF A POSITIVE SELF-CONCEPT:

- Describe personal likes and dislikes.
- Describe individual skills to fulfill different life roles.
- Describe how one's behavior influences the feelings and actions of others.
- Identify environmental influences on attitudes, behaviors, and aptitudes.

II. SKILLS TO INTERACT WITH OTHERS:

- Demonstrate respect for the feelings and beliefs of others.
- Demonstrate an appreciation for the similarities and differences among people.
- Demonstrate tolerance and flexibility in interpersonal and group situations.
- Demonstrate skills in responding to criticism
- Demonstrate effective group membership skills.
- Demonstrate effective social skills.
- Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

III. KNOWLEDGE OF THE IMPORTANCE OF GROWTH AND CHANGE:

- Identify feelings associated with significant experiences.
- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION (MIDDLE/JUNIOR HIGH SCHOOL)

IV. KNOWLEDGE OF THE BENEFITS OF EDUCATIONAL ACHIEVEMENT TO CAREER OPPORTUNITIES:

- Describe the importance of academic and occupational skills in the work world.
- Identify how the skills taught in school subjects are used in various occupations.
- Describe individual strengths and weaknesses in school subjects.
- Describe a plan of action for increasing basic educational skills.
- Describe the skills needed to adjust to changing occupational requirements.
- Describe how continued learning enhances the ability to achieve goals.
- Describe how skills relate to the selection of high school courses of study.
- Describe how aptitudes and abilities relate to broad occupational groups.

V. UNDERSTANDING THE RELATIONSHIP BETWEEN WORK AND LEARNING:

- Demonstrate effective learning habits and skills.
- Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

VI. SKILLS TO LOCATE, UNDERSTAND, AND USE CAREER INFORMATION:

- Identify various ways that occupations can be classified.
- Identify a number of occupational groups for exploration.
- Demonstrate skills in using school and community resources to learn about occupational groups.
- Identify sources to obtain information about occupational groups including self-employment.

- Identify skills that are transferable from one occupation to another.
- Identify sources of employment in the community.

VII. KNOWLEDGE OF SKILLS NECESSARY TO SEEK AND OBTAIN JOBS:

- Demonstrate personal qualities such as dependability, punctuality, and getting along with others that are needed to get and keep a job.
- Describe terms and concepts used in describing employment opportunities and conditions.
- Demonstrate skills to complete a job application.
- Demonstrate skills and attitudes essential for a job interview.

VIII. UNDERSTANDING HOW WORK RELATES TO THE NEEDS AND FUNCTIONS OF THE ECONOMY AND SOCIETY:

- Describe the importance of work to society.
- Describe the relationship between work and economic and societal needs.
- Describe the economic contributions workers make to society.
- Describe the effects that societal, economic, and technological change has on occupations.

CAREER PLANNING (MIDDLE/JUNIOR HIGH SCHOOL)

IX. SKILLS TO MAKE DECISIONS:

- Describe personal beliefs and attitudes.
- Describe how career development is a continuous process with series of choices.
- Identify possible outcomes of decisions.
- Describe school courses related to personal, educational, and occupational interests.
- Identify ways in which decisions about education and work relate to other major life decisions.
- Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
- Identify the requirements of secondary and postsecondary programs.

X. KNOWLEDGE OF THE INTERRELATIONSHIP OF LIFE ROLES:

- Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
- Identify how work roles at home satisfy needs of the family.
- Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
- Identify personal leisure choices in relations to lifestyle and the attainment of future goals.
- Describe advantages and disadvantages of various life role options.
- Describe the interrelationships between family, occupational, and leisure decisions.

XI. KNOWLEDGE OF DIFFERENT OCCUPATIONS AND CHANGING MALE/FEMALE ROLES:

- Describe advantages and problems of entering nontraditional occupations.

- Describe the advantages of taking courses related to personal interest even if they are most often taken by members of the opposite sex.
- Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

XII. UNDERSTANDING THE PROCESS OF CAREER PLANNING:

- Demonstrate knowledge of exploratory processes and programs.
- Identify school courses that meet tentative career goals.
- Demonstrate knowledge of academic and vocational programs offered at the high school level.
- Describe skills needed in a variety of occupations including self-employment.
- Identify strategies for managing personal resources such as talents, time, and money to achieve tentative career goals.
- Develop an individual career plan, updating information from the elementary level plan and including tentative decisions to be implemented into high school.

HIGH SCHOOL

SELF-KNOWLEDGE (HIGH SCHOOL)

I. UNDERSTANDING THE INFLUENCE OF A POSITIVE SELF-CONCEPT:

- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- Demonstrate an understanding of environmental influences on one's behavior.
- Demonstrate an understanding of the relationship between personal behavior and self-concept.

II. SKILLS TO INTERACT POSITIVELY WITH OTHERS:

- Demonstrate effective interpersonal skills.
- Demonstrate interpersonal skills required for working with and for others.
- Describe appropriate employer and employee interactions in various situations.
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

III. UNDERSTANDING THE IMPACT OF GROWTH AND CHANGE:

- Describe how developmental changes affect physical and mental health.
- Describe the effect of emotional and physical health on career decisions.
- Describe healthy ways of dealing with stress.
- Demonstrate behaviors that maintain physical and mental health.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION (HIGH SCHOOL)

IV. UNDERSTANDING THE RELATIONSHIP BETWEEN EDUCATIONAL ACHIEVEMENTS TO CAREER PLANNING:

- Demonstrate how to apply academic and vocational skills to achieve personal goals.
- Describe the relationship of academic and vocational skills to personal interests.
- Describe how skills developed in academic and vocational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

V. UNDERSTANDING THE NEED FOR POSITIVE ATTITUDES TOWARD WORK AND LEARNING:

- Identify the positive contributions workers make to society.
- Demonstrate knowledge of the social significance of various occupations.
- Demonstrate a positive attitude toward work.

- Demonstrate learning habits and skills that can be used in various educational situations.
- Demonstrate positive work attitudes and behaviors.

VI. SKILLS TO LOCATE, EVALUATE, AND INTERPRET CAREER INFORMATION:

- Describe the educational requirements of various occupations (Examples: Handbooks, career materials, labor market information delivery systems).
- Demonstrate knowledge of various classification systems that categorize occupations and industries (Examples: Dictionary of Occupational Titles).
- Describe the concept of career ladders.
- Describe the advantages and disadvantages of self-employment as a career option.
- Identify individuals in selected occupations as possible information resources, role models, and/or mentors.
- Describe how employment trends relate to education and training.
- Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

VII. SKILLS TO PREPARE TO SEEK, OBTAIN, MAINTAIN, AND CHANGE JOBS:

- Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
- Demonstrate academic or vocational skills required for a full-time or part-time job.
- Demonstrate skills and behaviors necessary for a successful job interview.
- Demonstrate skills in preparing a resume and completing job applications.
- Identify specific job openings.
- Demonstrate skills to assess occupational opportunities (Examples: working conditions, benefits, and opportunities for change).
- Describe placement services available to make the transition from high school to civilian employment, armed services, or postsecondary education/training.
- Demonstrate an understanding that job opportunities often require relocation.
- Demonstrate skills necessary to function as a consumer and manage financial resources.

VIII. UNDERSTANDING HOW SOCIETAL NEEDS AND FUNCTIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK:

- Describe the effect of work on lifestyles.
- Describe how society's needs and functions affect the supply of goods and services.
- Describe how occupational and industrial trends relate to training and employment.
- Demonstrate an understanding of the global economy and how it affects each individual.

CAREER PLANNING (HIGH SCHOOL)

IX. SKILLS TO MAKE DECISIONS:

- Demonstrate responsibility for making tentative educational and occupational choices.

- Identify alternatives in given decision-making situations.
- Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
- Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs.
- Identify steps to apply for and secure financial assistance for postsecondary education and training.

X. UNDERSTANDING THE INTERRELATIONSHIP OF LIFE ROLES:

- Demonstrate knowledge of life stages.
- Describe factors that determine lifestyles (Examples: socioeconomic status, culture, values, occupational choices, work habits).
- Describe ways in which occupational choices may affect lifestyle.
- Describe the contribution of work to a balanced and productive life.
- Describe ways in which work, family, and leisure roles are interrelated.
- Describe different career patterns and their potential effect on family patterns and lifestyle.
- Describe the importance of leisure activities.
- Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

XI. UNDERSTANDING THE CONTINUOUS CHANGES IN MALE/FEMALE ROLES:

- Identify factors that have influenced the changing career patterns of women and men.
- Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
- Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
- Identify courses appropriate to tentative occupational choices.
- Describe the advantages and problems of nontraditional occupations.

XII. SKILLS IN CAREER PLANNING:

- Describe career plans that reflect the importance of lifelong learning.
- Demonstrate knowledge of postsecondary vocational and academic programs.
- Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
- Describe school and community resources to explore educational and occupational choices.
- Describe the costs and benefits of self-employment.
- Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
- Demonstrate skills necessary to compare education and job opportunities.
- Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school graduation.

ADULTS

SELF-KNOWLEDGE (ADULTS)

I. SKILLS TO MAINTAIN A POSITIVE SELF-CONCEPT:

- Identify skills, abilities, interest, experiences, values, and personality traits and their influence on career decisions.
- Identify achievements related to work, learning, and leisure and their influence on self-perception.
- Demonstrate a realistic understanding of self.

II. SKILLS TO MAINTAIN EFFECTIVE BEHAVIORS:

- Demonstrate appropriate interpersonal skills in expressing feeling and ideas.
- Identify symptoms of stress.
- Demonstrate skills to overcome self-defeating behaviors.
- Demonstrate skills to identify support and networking arrangements including role models.
- Demonstrate skills to manage financial resources.

III. UNDERSTANDING DEVELOPMENTAL CHANGES AND TRANSITIONS:

- Describe how personal motivations and aspirations may change over time.
- Describe physical changes that occur with age and adapt work performance to accommodate these.
- Identify external events that require life changes (Examples: job loss, job transfer).

EDUCATIONAL AND OCCUPATIONAL EXPLORATION (ADULTS)

IV. SKILLS TO ENTER AND PARTICIPATE IN EDUCATION AND TRAINING:

- Describe short-range and long-range plans to achieve career goals through appropriate educational paths.
- Identify information that describes educational opportunities (Examples: job training programs, employer sponsored training and graduate and professional study).
- Describe community resources to support education and training (Examples: child care, public transportation, public health services, mental health service, and welfare benefits).
- Identify strategies to overcome personal barriers to education and training.

V. SKILLS TO PARTICIPATE IN WORK AND LIFELONG LEARNING:

- Demonstrate confidence in the ability to achieve learning activities (Examples: studying, taking tests).
- Describe how educational achievements and life experiences relate to occupational opportunities.
- Describe organizational resources to support education and training (Examples: remedial classes, counseling, and tuition support).

VI. SKILLS TO LOCATE, EVALUATE, AND INTERPRET CAREER INFORMATION:

- Identify and use current career information resources (Examples: computerized career information systems, print and media materials, and mentors).
- Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
- Describe the uses and limitations of occupational outlook information.
- Identify the diverse job opportunities available to an individual with a given set of occupational skills.
- Identify opportunities available through self-employment.
- Identify factors that contribute to inaccurate information about occupations.
- Describe information about specific employers and hiring practices.

VII. SKILLS TO PREPARE TO SEEK, OBTAIN, MAINTAIN, AND CHANGE JOBS:

- Identify specific employment situations that match desired career objectives.
- Demonstrate skills to identify job openings.
- Demonstrate skills to establish a job search network through colleagues, friends, and family.
- Demonstrate skills in preparing a resume and completing job applications.
- Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.
- Demonstrate effective work attitudes and behaviors.
- Describe changes that influence the knowledge, skills, and attitudes required for job success (Examples: personal growth, technological developments, and changes in demand for products or services).
- Demonstrate strategies to support occupational change (Examples: on-the-job training, career ladders, mentors, performance ratings, networking, and continuing education).
- Describe career planning and placement services available through organizations.
- Identify skills that are transferable from one job to another.

VIII. UNDERSTANDING HOW THE NEEDS AND FUNCTIONS OF SOCIETY INFLUENCE THE NATURE AND STRUCTURE OF WORK:

- Describe the importance of work as it affects values and lifestyle.
- Describe how society's needs and functions affect occupational supply and demand.
- Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
- Demonstrate an understanding of the global economy and how it affects the individual.

CAREER PLANNING (ADULTS)

IX. SKILLS TO MAKE DECISIONS:

- Describe personal criteria for making decisions about education, training, and career goals.
- Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits, and other conditions of employment.
- Describe the effects of education, work, and family decisions on individual career decisions.

- Identify personal and environmental conditions that affect decision making.
- Demonstrate effective career decision-making skills.
- Describe potential consequences of decisions.

X. UNDERSTANDING THE IMPACT OF WORK ON INDIVIDUAL AND FAMILY LIFE:

- Describe how family and leisure functions affect occupational roles and decisions.
- Determine effects of individual and family developmental stages on one's career.
- Describe how work, family, and leisure activities interrelate.
- Describe strategies for negotiating work, family, and leisure demands with family members (Examples: assertiveness and time management skills).

XI. UNDERSTANDING THE CONTINUING CHANGES IN MALE/FEMALE ROLES:

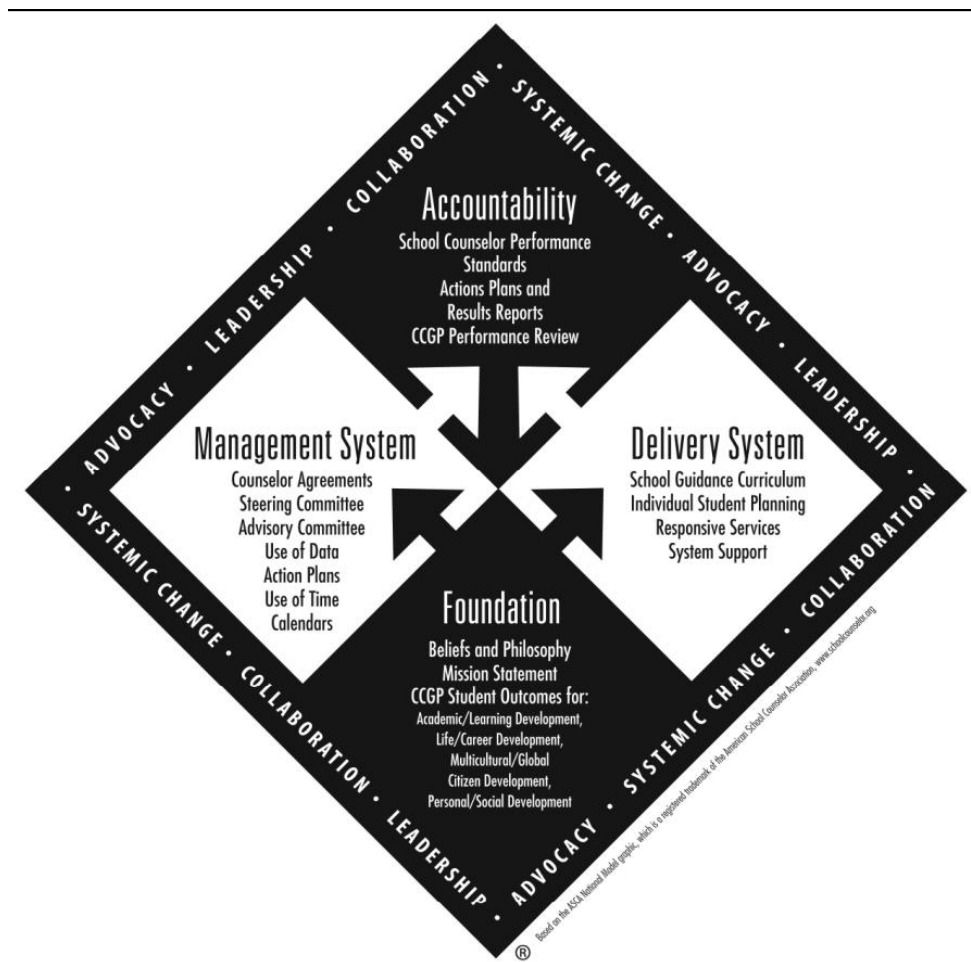
- Describe recent changes in gender norms and aptitudes.
- Describe trends in the gender composition of the labor force, and assess implications for one's own career plans.
- Identify disadvantages of stereotyping occupations.
- Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

XII. SKILLS TO MAKE CAREER TRANSITIONS:

- Identify transition activities (Examples: reassessment of current position and occupational changes).
- Describe strategies to use during transitions (Examples: networks and stress management).
- Describe skills needed for self-employment (Examples: developing a business plan, determining marketing strategies, and developing sources of capital).
- Describe the skills and knowledge needed for preretirement planning.
- Develop an individual career plan, updating information from earlier plans and including short/long-range career decisions.

Appendix D: ASCA National Model Graphic

The ASCA National Model graphic represents the operational structure and components of ASCA's National Model for School Counseling Programs. The graphic contains three levels and four squares, each representing one of the major systems of the ASCA National Model; the arrows in each square point to the systems they influence as in a building-block approach. Note the arrows for the foundation (the first level) lead to the management and delivery systems (the second level). These in turn lead to the accountability system (the third level). Finally, looking closely, one can see how the black arrow points from accountability down to the foundation component. This stresses the importance of using information learned through the accountability process to refine the foundation of an effective school counseling program. The border of the graphic represents school counselor skills and attitudes of leadership, advocacy, and collaboration, which lead to systemic change. These overriding concepts surround and affect the blocks representing the interdependence of the four systems.



Appendix E: ASCA Appropriate and Inappropriate School Counseling Program Activities

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

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
<ul style="list-style-type: none"> Individual student academic program planning 	<ul style="list-style-type: none"> Registration and scheduling of all new students
<ul style="list-style-type: none"> Interpreting cognitive, aptitude, and achievement tests 	<ul style="list-style-type: none"> Coordinating or administering cognitive, aptitude, and achievement tests
<ul style="list-style-type: none"> Counseling students who are tardy or absent 	<ul style="list-style-type: none"> Responsibility for signing excuses for students who are tardy or absent
<ul style="list-style-type: none"> Counseling students who have disciplinary problems 	<ul style="list-style-type: none"> Performing disciplinary actions
<ul style="list-style-type: none"> Counseling students as to appropriate school dress 	<ul style="list-style-type: none"> Sending students home who are not appropriately dressed
<ul style="list-style-type: none"> Collaborating with teachers to present guidance curriculum lessons 	<ul style="list-style-type: none"> Teaching classes when teachers are absent
<ul style="list-style-type: none"> Analyzing grade point averages in relationship to achievement 	<ul style="list-style-type: none"> Computing grade point averages
<ul style="list-style-type: none"> Interpreting student records 	<ul style="list-style-type: none"> Maintaining student records
<ul style="list-style-type: none"> Providing teachers with suggestions for better management of study halls 	<ul style="list-style-type: none"> Supervising study halls
<ul style="list-style-type: none"> Ensuring that student records are maintained as per state and federal regulations 	<ul style="list-style-type: none"> Clerical record keeping
<ul style="list-style-type: none"> Assisting the school principal with identifying and resolving student issues, needs, and problems 	<ul style="list-style-type: none"> Assisting with duties in the principal's office

<ul style="list-style-type: none"> • Working with students to provide small- and large- group counseling services 	<ul style="list-style-type: none"> • Working with one student at a time in a therapeutic clinical mode (mental health worker/agency)
<ul style="list-style-type: none"> • Advocating for students at individual education plan meetings, student study teams, and school attendance review boards 	<ul style="list-style-type: none"> • Preparing individual education plans, student study teams, and school attendance review boards
<ul style="list-style-type: none"> • Disaggregated data analysis 	<ul style="list-style-type: none"> • Data entry

Appendix F: ASCA National Standards for Students Developmental Crosswalking Tools



ASCA NATIONAL STANDARDS:

DEVELOPMENTAL CROSSWALKING TOOL

ENGAGEMENT DEVELOPMENT DOMAIN	K-2	3-5	6-8	9-12
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.				
Competency A1 Improve Academic Self-Concept				
A:A1.1 Articulate feelings of competence and confidence as learners.				
A:A1.2 Display a positive interest in learning.				
A:A1.3 Take pride in work and achievement.				
A:A1.4 Accept mistakes as essential to the learning process.				
A:A1.5 Identify attitudes and behaviors that lead to successful learning.				
Competency A2 Acquire Skills for Improving Learning				
A:A2.1 Apply time management and task management skills.				
A:A2.2 Demonstrate how effort and persistence positively affect learning.				
A:A2.3 Use communications skills to know when and how to ask for help when needed.				
A:A2.4 Apply knowledge and learning styles to positively influence school performance.				
Competency A3 Achieve School Success				
A:A3.1 Take responsibility for their actions.				
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.				
A:A3.3 Develop a broad range of interest and abilities.				
A:A3.4 Demonstrate dependability, productivity, and initiative.				
A:A3.5 Share knowledge.				
Standard B: Students will complete school with the academic preparation essential to choose from a wider range of substantial postsecondary options, including college.				
Competency B1 Improve Learning				
A:B1.1 Demonstrate the motivation to achieve individual potential.				
A:B1.2 Learn and apply critical-thinking skills.				
A:B1.3 Apply the study skills necessary for academic success at each level.				
A:B1.4 Seek information and support from faculty, staff, family, and peers.				
A:B1.5 Organize and apply academic information from a variety of sources.				
A:B1.6 Use knowledge of learning styles to positively influence school performance.				
A:B1.7 Become a self-directed and independent learner.				

ENGAGEMENT DEVELOPMENT DOMAIN	K-2	3-5	6-8	9-12
Competency B2 Plan to Achieve Goals				
A:B2.1 Establish challenging academic goals in elementary, middle/junior high, and high school.				
A:B2.2 Use assessment results in educational planning.				
A:B2.3 Develop and implement an annual plan of study to maximize academic ability and achievement.				
A:B2.4 Apply knowledge of aptitudes and interests to goal setting.				
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals.				
A:B2.6 Understand the relationship between classroom performance and success in School.				
A:B2.7 Identify postsecondary options consistent with interests, achievement, aptitude, and abilities.				
STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.				
Competency C1 Relate School to Life Experience				
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life				
A:C1.2 Seek cocurricular and community experiences to enhance the school experience.				
A:C1.3 Understand the relationship between learning and work.				
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.				
A:C1.5 Understand that school success is the preparation to make the transition from student to community member.				
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.				
ACHIEVEMENT DEVELOPMENT DOMAIN				
STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	K-2	3-5	6-8	9-12
Competency A:1 Develop Career Awareness				
C:A1.1 Develop skills to locate, evaluate, and interpret career information.				
C:A1.2 Learn about the variety of traditional and nontraditional occupations.				
C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations.				
C:A1.4 Learn how to interact and work cooperatively in teams.				
C:A1.5 Learn to make decisions.				
C:A1.6 Learn how to set goals.				
C:A1.7 Understand the importance of planning.				
C:A1.8 Pursue and develop competency in areas of interest.				
C:A1.9 Develop hobbies and vocational interests.				
C:A1.10 Balance between work and leisure time.				
ACHIEVEMENT DEVELOPMENT DOMAIN				
Competency A:2 Develop Employment Readiness	K-2	3-5	6-8	9-12

C:A2.1 Acquire employability skills such as working on a team, problem-solving, and organizational skills.				
C:A2.2 Apply job readiness skills to seek employment opportunities.				
C:A2.3 Demonstrate knowledge about the changing workplace.				
C:A2.4 Learn about the rights and responsibilities of employers and employees.				
C:A2.5 Learn to respect individual uniqueness in the workplace.				
C:A2.6 Learn how to write a resume.				
C:A2.7 Develop a positive attitude toward work and learning.				
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.				
C:A2.9 Utilize time and task-management skills.				
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction				
Competency B:1 Acquire Career Information				
C:B1.1 Apply decision-making skills to career planning, course selection, and career Transition.				
C:B1.2 Identify personal skills, interests, and abilities, and relate them to current career Choice.				
C:B1.3 Demonstrate knowledge of the career planning process.				
C:B1.4 Know the various ways in which occupations can be classified.				
C:B1.5 Use research and information resources to obtain career information.				
C:B1.6 Learn to use the Internet to access career planning information.				
C:B1.7 Describe traditional and nontraditional occupations and how these relate to career choice.				
C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.				
Competency B:2 Identify Career Goals				
C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.				
C:B2.2 Assess and modify their educational plan to support career.				
C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience.				
C:B2.4 Select course work that is related to career interests.				
C:B2.5 Maintain a career planning portfolio.				
ASCA National Standards: Developmental Crosswalking Tool				
ACHIEVEMENT DEVELOPMENT DOMAIN				
STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.	K-2	3-5	6-8	9-12
Competency C:1 Acquire Knowledge to Achieve Career Goals				
C:C1.1 Understand the relationship between educational achievement and career success.				
C:C1.2 Explain how work can help to achieve personal success and satisfaction.				
C:C1.3 Identify personal preferences and interests that influence career choice and success.				

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills.				
C:C1.5 Describe the effect of work on lifestyle.				
C:C1.6 Understand the importance of equity and access in career choice.				
C:C1.7 Understand that work is an important and satisfying means of personal expression.				
Competency C2 Apply Skills to Achieve Career Goals				
C:C2.1 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.				
C:C2.2 Learn how to use conflict management skills with peers and adults.				
C:C2.3 Learn to work cooperatively with others as a team member.				
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.				
INSPIRATION DOMAIN	K-2	3-5	6-8	9-12
STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.				
Competency A1 Acquire Self-Knowledge				
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.				
PS:A1.2 Identify values, attitudes, and beliefs.				
PS:A1.3 Learn the goal setting process.				
PS:A1.4 Understand change is a part of growth.				
PS:A1.5 Identify and express feelings.				
PS:A1.6 Distinguish between appropriate and inappropriate behavior.				
PS:A1.7 Recognize personal boundaries, rights, and privacy needs.				
PS:A1.8 Understand the need for self-control and how to practice it.				
PS:A1.9 Demonstrate cooperative behavior in groups.				
PS:A1.10 Identify personal strengths and assets.				
PS:A1.11 Identify and discuss changing personal and social roles.				
PS:A1.12 Identify and recognize changing family roles.				
ASCA National Standards: Developmental Crosswalking Tool				
INSPIRATION DOMAIN				
Competency A2 Acquire Interpersonal Skills	K-2	3-5	6-8	9-12
PS:A2.1 Recognize that everyone has rights and responsibilities.				
PS:A2.2 Respect alternative points of view.				
PS:A2.3 Recognize, accept, respect, and appreciate individual differences.				
PS:A2.4 Recognize, accept, and appreciate ethnic and cultural diversity.				
PS:A2.5 Recognize and respect differences in various family configurations.				
PS:A2.6 Use effective communications skills.				
PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior.				

PS:A2.8 Learn how to make and keep friends.				
STANDARD B: Students will make decisions, set goals, and take necessary action to achieve goals.				
Competency B1 Self-Knowledge Application				
PS:B1.1 Use a decision-making and problem-solving model.				
PS:B1.2 Understand consequences of decisions and choices.				
PS:B1.3 Identify alternative solutions to a problem.				
PS:B1.4 Develop effective coping skills for dealing with problems.				
PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions.				
PS:B1.6 Know how to apply conflict resolution skills.				
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences.				
PS:B1.8 Know when peer pressure is influencing a decision.				
PS:B1.9 Identify long-term and short-term goals.				
PS:B1.10 Identify alternative ways of achieving goals.				
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills.				
PS:B1.12 Develop an action plan to set and achieve realistic goals.				
STANDARD C: Students will understand safety and survival skills.				
Competency C1 Acquire Personal Safety Skills				
PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, and emergency contact).				
PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual.				
PS:C1.3 Learn about the differences between appropriate and inappropriate physical Contact.				
PS:C1.4 Demonstrate the ability to set boundaries, rights, and personal privacy.				
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.				
PS:C1.6 Identify resource people in the school and community, and know how to seek their help.				
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.				
PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse.				
PS:C1.9 Learn how to cope with peer pressure.				
PS:C1.10 Learn techniques for managing stress and conflict.				
PS:C1.11 Learn coping skills for managing life events.				

Appendix G: Career and Technical Counselor Information

The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Dropout Prevention and *Redesign*

The Mississippi Department of Education State Plan for Vocational and Technical Education was adopted July 1, 2008. Concurrent legal mandates for Dropout Prevention MS Code: Title 37 Education 37-13-80 and state initiatives for High School *Redesign* have provided impetus for revisiting the Career and Technical Counselor's roles and duties to maximize student success including: increase likelihood for employability, postsecondary attendance and completion, graduation or other recommended certification to high-skill, high-wage, and high-demand occupations. In addition, career and technical counselors work daily with students attending introductory skills based courses at career and technical centers with students entering the sophomore, junior, and senior years. The High School *Redesign* Career Pathways are fully implemented in the sophomore year, and career and technical counselors are the CTE advisors and guidance for students pursuing technical careers and occupations at the secondary level.

The implicit accountability performed by career and technical centers regarding Dropout Prevention and Perkins IV are outlined below in the Perkins IV indicators. The *Redesign's* initiatives mirror Perkins IV and Dropout Prevention mandates to promote: active learning in the classroom, increased and continuous student engagement, best placement for skills and interest based on assessment information and inventories, and branding campaigns to inform and to promote nontraditional courses in Science, Technology, Engineering, and Mathematics (STEM) to students, parents, and community through CTE recruitment and retention. These elements directly relate to Career and Technical Counselor duties to provide accurate and timely career and employability guidance, appropriate assessment and personal and social counseling that can be delivered through individual, group and/or classroom activities. Following the Mississippi Curriculum Framework, career and technical counselors assume standard counseling duties designated by the American School Counselor Association. This requires scheduled time for counseling students with personal and social issues that may be barriers to academic and CTE success. Career and technical counselors also play a major role in the recruitment of CTE students and communication with parents and community.

Description of Perkins IV Indicators:

Secondary:

- Academic attainment and technical skill proficiency are listed as two separate measures and the academic attainment will be measured across two areas: language arts and mathematics. Mississippi's skill assessment (occupation-specific) is the Career Planning and Assessment System (CPAS) and is the instrument used to establish accountability for vocational programs.
- Academic measure references "No Child Left Behind" (NCLB) assessments (above).
- Technical skill assessments are newly aligned with industry-recognized standards; this is mandated through the High School *Redesign* with the Mississippi State University's Research and Curriculum Unit and the revision of all vocational curricula along with the VIP program.

- A General Education Diploma (GED) is included in the “completion measure”.
- Graduation as defined in NCLB is a separate measure from the other “completion” measures.

Postsecondary

- Academic attainment has been deleted.
- The retention measure in Perkins III has been deleted from Perkins IV.
- “Industry-recognized” credential
- Transfer to a baccalaureate degree program in the retention measure is new.
- Placement in high-skill, high-wage, or high-demand occupations is new.

Every state and local district will establish plans for performance for each of the core indicators, and the analysis must be in percentage form. These indicators apply to all vocational and technical students and directly impact the duties and responsibilities of career and technical counselors working with all career and technical students.

Perkins IV Core Indicators (Secondary)

- 1S1 Academic Attainment – Reading/Language Arts (English II)
- 1S2 Academic Attainment – Mathematics (Algebra I)
- 2S1 Technical Skills Attainment – CPAS
- 3S1 Secondary School Completion- Diploma; GED
- 4S1 Student Graduation Rates – Dropout Prevention
- 5S1 Secondary Placement – Recruitment –Career Pathways
- 6S1 Nontraditional Participation – High skill, high wage, high demand
- 6S2 Nontraditional Completion - High skill, high wage, high demand

Perkins IV Core Indicators (Postsecondary)

- 1P1 Technical Skill Attainment
- 2P1 Credential, Certificate, or Degree
- 3P1 Student Retention and Transfer
- 4P1 Student Placement
- 5P1 Nontraditional Participation
- 5P2 Nontraditional Completion

“The disaggregation of data will not be required for any population that is insufficient in size to yield reliably significant information or if the data would reveal the identity of a given individual” (NAPE, Carl D. Perkins Career and Technical Education Improvement Act of 2006 Analysis of Equity Provisions).

Appendix H: Sample Program of Study



Teacher Academy Program of Study

Cluster(s): Human Sciences, Art, and Humanities

Beginning school year 2008–2009 and thereafter, all entering ninth-grade students (seniors of school year 2011–2012 and later) will be required to have a minimum of **24 Carnegie units** as specified below, unless the student’s parent or guardian requests to opt the student out of Appendix A-3 requirements (<http://www.mde.k12.ms.us/accred/accred.html>). This Career Cluster Program of Study (based on the Human Sciences, Art, and Humanities cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended course work and should be individualized to meet each learner’s educational and career goals. This program of study, used for learners at an educational institution, should be customized with course titles and appropriate district high school graduation requirements.

Additional Suggested Electives

A committee of industry members; community and junior college instructors; Institutions of Higher Learning (IHL) professors; IHL students; and local district representatives such as superintendents, associate superintendents, curriculum coordinators, counselors, and teachers worked together to examine the 2008–2009 Approved Courses for the Secondary Schools of Mississippi to select courses that should be coded as core or elective courses for the pathway POS. The subcommittees decided to create the programs of study by pathway in order to provide a more relevant learning experience for all secondary students. A list of all electives is below.

Arts—Visual and Performing (Secondary)

- Band—Grades 9–12

- Research Using Technology’s Information Tools
- Word Processing

Business Technology Education (Secondary)

- Advanced Desktop Publishing
- Communications in Business
- Computer Applications
- Desktop Publishing I
- Desktop Publishing II
- Digital Media Design
- Digital Photography
- Entrepreneurship
- Keyboarding
- Multimedia Projects
- Personal Finance

Science (Secondary)

- Health-Care Science

GRADUATION REQUIREMENTS

SENIORS OF SCHOOL YEAR 2011–2012

(Entering ninth-grade students in 2008–2009)

Beginning school year 2008–2009 and thereafter, all entering ninth-grade students (seniors of school year 2011–2012 and later) will be required to have a minimum of 24 Carnegie units as specified below, unless the student’s parent or guardian requests to opt the student out of Appendix A-3 requirements. Any student who is taken out of these requirements of Appendix A-3 will be required to complete the graduation requirements as specified in Appendix A-2. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

CURRICULUM AREA	CARNEGIE UNITS	REQUIRED SUBJECTS
ENGLISH	4¹	
MATHEMATICS	4²	Algebra I
SCIENCE	4³	Biology I
SOCIAL STUDIES	4⁴	1 World History 1 U.S. History ½ Geography ½ U.S. Government ½ Economics ½ Mississippi Studies ⁴
HEALTH	½	Comprehensive Health <i>or</i> Family and Individual Health
BUSINESS AND TECHNOLOGY	1⁵	1 Computer Discovery <i>or</i> ½ Keyboarding and ½ Computer Applications
THE ARTS	1	Any approved 500.000 course or completion of the two-course sequence for Computer Graphics Technology I and II
ELECTIVES	5½⁶	
TOTAL UNITS REQUIRED	24	

GRADUATION REQUIREMENTS
STANDARD 20
SENIORS OF SCHOOL YEAR 2011–2012
(Entering ninth-grade students in 2008–2009)

¹ Compensatory Reading and Compensatory Writing may not be included in the four English courses required for graduation; however, these courses may be included in the 5½ general electives required for graduation.

² Compensatory Mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 5½ general electives required for graduation. One of the four required mathematics units may be in Drafting if the student completes the two-course sequence for Drafting I and II. Beginning school year 2007–2008 for all entering eighth-grade students, at least two of the four required mathematics courses must be higher than Algebra I. The allowable mathematics courses that can be taken that are higher than Algebra I are Geometry, Algebra II, Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Probability and Statistics, and AP Statistics. Effective with the eighth-grade students of 2004–2005, Pre-Algebra, Transition to Algebra, and Algebra I may be taken in the eighth grade for Carnegie unit credit.

³ One unit may be in Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the two-course sequence: Agriscience I and II; Allied Health I and II; Aquaculture I and II; Forestry I and II; Horticulture I and II; Plastics and Polymer Science I and II; and Technology Applications I and II. Two units may be earned by completing the AEST three-course sequence: one unit in Concepts of Agriscience; one unit in Science of Agricultural Animals or Science of Agricultural Plants, or Science of Agricultural Environment; and one unit in Agribusiness and Entrepreneurship. Beginning school year 2008–2009 for all entering eighth-grade students, one unit must be a lab-based physical science. The allowable lab-based physical science courses are Physical Science, Chemistry I, Chemistry II, AP Chemistry, Physics I, Physics II, AP Physics B, AP Physics C—Electricity and Magnetism, and AP Physics C—Mechanics.

⁴ The credit earned for a state or local government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a state or local government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

⁵ Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the *Business and Technology Framework* (academic and vocational).

⁶ Elective units in physical education include participation in interscholastic athletic activities that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.



Name _____

MSIS ID _____

School/College/University _____

Cluster: Human Sciences, Art, and Humanities

Pathway(s): Teacher Academy

This Career Cluster Program of Study (based on the Human Sciences, Art, and Humanities Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Program of Study, used for learners at an educational institution, should be customized with course titles and appropriate district and high school graduation requirements. Refer to the latest version of the approved courses for the secondary schools of Mississippi at MDE's Web site.

LEVELS	GRADE	English/ Language Arts ¹ (4)	Math ² (4)	Science ³ (4)	Social Studies/ Sciences (4)	Other Required Courses Electives (2 1/2)	*Career and Technical Courses and/ or Degree Major Courses for Management ⁶ (5 1/2)	SAMPLE Occupations Relating to This Career Cluster
Interest Inventory Administered and Plan of Study Initiated for all Learners								
SECONDARY	7	Seventh Grade Language Arts	Seventh Grade Math or Pre-Algebra	Seventh Grade Science	Seventh Grade (Eastern Hemisphere Studies to 1750)	Information and Communication Technology I		Occupations Requiring Less Than a Baccalaureate Degree ► Teacher Assistant
	8	Eighth Grade Language Arts	Pre-Algebra or Algebra I	Eighth Grade Science	States History to 1877)	Information and Communication Technology II		Occupations Requiring Baccalaureate Degree ► Elementary Teacher ► Middle School Teacher ► High School Teacher ► Educator for Parent ► Elementary School Counselor ► Preschool Teacher
	9	English I or Accelerated English	Algebra I or Geometry	Physics or Biology I	Geography (1/2) & MS Studies(1/2)	Comprehensive Health or Family and Individual Health (1/2)	<i>Science, Technology, Engineering, and Mathematics (STEM) Applications</i> <i>*See an entire list of suggested electives on Page 2.</i> Teacher Academy I, II, III, and IV	
	10	English II or Accelerated English	Geometry or Algebra II	Biology I or Chemistry I	World History	Business & Technology (1) ⁵		
	11	English III	Trigonometry, Pre-Calculus, or Algebra II	Chemistry or Physics	U.S. History	Art (1) Physical Education (1)		
College Placement Assessments-Academic/Career Advisement Provided								
12	English IV or AP English (offered in a dual credit environment)	Trigonometry, Pre-Calculus, Statistics, or AP Calculus	Physics or science course	U.S. Government (1/2) & Economics (1/2)				
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POSTSECONDARY	Year 13	English Composition English Literature	Algebra or Calculus	Lab Science	Economics Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications, or journey worker status. Certain local student organization activities may also be important to include.	Continue courses pertinent to the pathway selected.	
	Year 14	Speech/ Oral Communication Technical Writing	Business Accounting Pre-Calculus or Calculus		<i>Dependent on chosen major</i>			
	Year 15	Continue courses in the area of specialization.						
	Year 16							