

THE MICHIGAN COMPREHENSIVE GUIDANCE and COUNSELING PROGRAM



MICHIGAN
SCHOOL COUNSELOR
A S S O C I A T I O N

**K-12 GUIDE FOR PROGRAM DEVELOPMENT,
IMPLEMENTATION AND ACCOUNTABILITY**

**Developed by the Michigan School Counselor
Association in collaboration with
the Michigan Department of Labor and Economic
Growth, Office of Career and Technical Preparation**

Revised 2005



Michigan Comprehensive Guidance and Counseling Program 2005

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The revised manual aligns with *American School Counselor Association 2003 The ASCA National Model: A Framework for School Counseling Programs*. MSCA extends a special thank you and appreciation to Dr. Norman C. Gysbers for his continued guidance and support in the development of this revised program.

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Preface

School guidance and counseling programs are integral to the mission of the school. Similar to language arts, math, and other curricular areas, standards (and accompanying benchmarks and indicators) have been developed for school guidance and counseling programs that identify what students will know and be able to do as a result of their participation in the program.

Today's educational programs are expected to be data-driven. Federal and state legislation requires that school programs demonstrate their impact on student learning.

The *Michigan Comprehensive Guidance and Counseling Program (MCGCP)* has been revised to incorporate the *National Standards for School Counseling Programs (1997)* developed by the American School Counselor Association (ASCA). The *Michigan Comprehensive Guidance and Counseling Program (MCGCP)* aligns with *The ASCA National Model: A Framework for School Counseling Programs 2003*. The national standards have replaced the former benchmarks and competencies of the Michigan program.

The *Michigan Comprehensive Guidance and Counseling Program (MCGCP)* revision places an emphasis on the development of a three-prong accountability system involving the collection of data to measure program results, effectiveness of guidance and counseling personnel, and program impact on student learning. The data answer the question, "How are students different as a result of their participation in the school counseling program?"

The Michigan School Counselor Association first developed the MCGCP in 1991 and revised the program in 1997. The program was endorsed by the Michigan State Board of Education (1991). The Michigan Department of Career Development (1997) recognized it as the method of delivering career development activities to Michigan students. The program has been distributed throughout Michigan and has been widely accepted as the recommended method of delivery for comprehensive guidance and counseling programs. This revision aligns the program with current national directives and language.



Section I: FOUNDATION

Introduction: Learning to Learn, Work and Live: Now and in the Future

The development of academic, career and personal/social skills continues to be the top priority for school students in Michigan and the nation. Professional school guidance and counseling programs comprise an integral component of all school improvement and restructuring initiatives; they are vital to improved educational achievement.

Professional school guidance and counseling programs provide a systematic, developmental, and comprehensive process which meets the affective and cognitive needs of all students in three major content areas: academic, career and personal/social development.

Adoption of the *Michigan Comprehensive Guidance and Counseling Program (MCGCP)* provides a framework that enables students, parents, families, teachers, administrators, boards of education, businesses, school counselors and the community to collaborate more effectively and to achieve the goals and objectives of the following:

- ❖ *The ASCA National Model: A Framework for School Counseling Programs* (2003)
- ❖ Association for Career and Technical Education Position Statement (2003)
- ❖ Elementary and Secondary Education Act: “No Child Left Behind” (2002)
- ❖ Education, Yes! – A Yardstick for Excellent Schools, Michigan (2002)
- ❖ Michigan Model for Comprehensive School Health Education Curriculum (1990)
- ❖ Michigan’s Career Preparation System (2000)
- ❖ The National Standards for School Counseling Programs, American School Counselor Association (1997)
- ❖ North Central Association of Colleges and Schools’ Policies and Standards for Schools (1996)
- ❖ Michigan Curriculum Framework (1996)
- ❖ Michigan Public Acts 25, (1990) and 335 (1993)
- ❖ Michigan’s K-12 Program Standards of Quality (1991)
- ❖ National Career Development Guidelines (1989)
- ❖ Michigan Board of Education Policy and Position Paper on Comprehensive Guidance and Counseling Programs (1987)
- ❖ Safe and Drug Free Schools (1994)

The Program

This program reflects the change from the traditional, remedial and counselor-centered orientation of the past to the contemporary developmental/preventative program-centered orientation of 21st Century national school counseling programs. Historically, school counselors were seen as providing a set of ancillary services, which were considered useful but not essential to the educational process. Today’s social realities dictate that the former ways of conceptualizing school counseling are no longer effective or valid. Developmental and preventive programs, which stress collaboration with other educational professionals and integration with the entire educational process, are mandatory if the next generation of young people are to be allowed to realize their full potential of academic, career, and personal/social



development. Prevention assumes a central position in contemporary school counseling programs because many of the problems facing young people today are both too dangerous and too difficult when allowed to grow unchecked during the formative years.

A comprehensive guidance and counseling program consists of a systematically designed set of components. These include a guidance curriculum, responsive services, individual student planning, and systems support that empower professional school counselors to facilitate all students' academic, career, and personal/social development. The program is developmental in design in that it offers sequentially planned activities which meet the needs of students and adolescents as they progress through their K-12 education.

Beliefs and Philosophy

Dialogue is essential to ensure counseling teams and departments explore complex issues from many points of view.

As cited in *The ASCA National Model: A Framework for School Counseling Programs (2003)*, beliefs are personal. Each team member's beliefs must be discussed early in the process of developing a school counseling philosophy. What we believe about students, families, teachers, and the educational process is crucial in supporting successes for every student. Our beliefs are derived from our own backgrounds and experiences, and our beliefs drive our behaviors.

Each team member should contribute to the discussion of the following questions:

1. What do we believe about achievement for every student?
2. Do we believe all students can achieve given proper support?
3. Do we believe there are differences in learning styles for students and that children respond differently? How do we react to those responses?
4. What do we believe about the program's ability to provide academic, career, and personal/social development for every student?
5. When we look at the school's mission of academic achievement, what responsibility does the school counseling program have to support this mission?
6. What do we believe about educational reform and the school counselor's role in it?
7. What do we believe about the role of parents or guardians, staff, and community members within the school counseling program?

After all team members examine their own personal beliefs, they should share them with their teams. Beliefs have no right or wrong answers; they are what drive us to advocate for our students.

Assumptions

The philosophy of a comprehensive guidance and counseling program is based on two assumptions: (1) that each individual student is unique and (2) that individuals normally grow and develop in ways similar to those of other individuals their same age. Therefore, a comprehensive guidance and counseling program contains components that address the



individual and group needs of students and adolescents. The professional school counselor has the major responsibility for the design and implementation of the program. However, administrators, teachers, psychologists, social workers, nurses, parents, and community resource persons also have significant responsibilities.

A comprehensive guidance and counseling program:

- Is based upon standards and student benchmarks (indicators of expectations).
- Is essential to a student's academic, career, and personal/social development.
- Is an integral component of the total educational program.
- Is comprehensive and designed to meet the needs of all students.
- Is primarily developmental in its design and preventative in its purpose.
- Is coordinated and implemented by endorsed or licensed professional school counselors.
- Depends upon the support and collaboration of administrators, teachers, other school personnel, students and the community - each stakeholders in student success.
- Selects measurable student competencies based on local need in the areas of academic, career, and personal/social domains.
- Has a delivery system that includes school guidance curriculum, individual planning, responsive services, and system support.
- Uses data to drive program decisions.
- Requires change be incorporated to improve results.
- Monitors student progress.
- Measures both process and outcome results and analyzes critical data elements.
- Seeks improvement each year based on results data.
- Shares successes with stakeholders.

Mission Statement

The full implementation of the *Michigan Comprehensive Guidance and Counseling Program* (MCGCP) assures that all students will acquire and demonstrate competencies in the areas of academic, career and personal/social development. Over a lifetime, students will ***“learn to learn, learn to work, and learn to live now and in the future.”***

One of the essential aspects of the foundation for a school counseling program is the creation of a mission statement, which gives a program overall direction and vision. A mission statement describes the program's purpose and provides the vision of what is desired for every student (Gysbers & Henderson, 1998; Johnson & Johnson, 2001). A school counseling program mission statement aligns with and is a subset of the school or district's mission. Thus, the school



counseling program supports the learning environment and at the same time makes unique contributions to meeting students' needs and nurturing their progress. The program's mission statement should be clear, concise and specific as to the program's intent and what the program will contribute.

Some schools and departments prefer longer mission statements, while others prefer shorter ones. The idea is to create a mission statement everyone can support. The goal is to design a mission statement that is specific, concise, clear, and comprehensive. Information on the development of the mission statement may be found in Section III: Management System, page 40.

Definition

The *Michigan Comprehensive Guidance and Counseling Program* (MCGCP) remains an integral component of each school's aggregate educational program. The program is developmentally appropriate for students. It provides sequential activities organized and implemented by certified teachers who are endorsed as school counselors [Michigan School Code: R.390--1301(c)] or individuals who possess a school counseling license (PA 288). The *MCGCP* is a collaborative effort among students, parents, families, teachers, administrators, boards of education, businesses, school counselors, and the community. The program is carefully designed to address the affective and cognitive needs of all of Michigan's students.

The *MCGCP* has four program components:

- Guidance Curriculum
- Individual Student Planning
- Responsive Services
- Systems Support

Additionally, the program has three content areas:

- Academic Development
- Career Development
- Personal/Social Development

What is a Comprehensive Guidance and Counseling Program?

Comprehensive in Scope

A comprehensive school counseling program focuses on what all students, from kindergarten through 12th grade, should know, understand and be able to do in these three domain areas: academic, career and personal/social development. The emphasis is on academic success for every student, not just those students who are motivated, supported and ready to learn. The school counseling program helps all students to achieve success in school and to develop into contributing members of our society.



Preventive in Design

The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring all students can achieve school success through academic, career and personal/social development experiences. Therefore, the school counselor's duties need to be limited to program delivery and direct counseling services. Prevention education is accomplished through the implementation of school guidance curriculum in the classroom and through coordination of prevention education programs at their sites such as conflict resolution and anti-violence programs. Section II, Delivery System, delineates MSCA's recommended use of time for counselors. School counselors can use this guide when planning program services and curriculum, including developing a calendar of the year's prevention activities.

Developmental in Nature

School counselors design programs and services to meet the needs of students at various growth and developmental stages. School counseling programs establish goals, expectations, support systems and experiences for all students. They provide the rationale for school counselors, school administrators, faculty, parents or guardians, businesses, and the community to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning. Standards and benchmarks are public statements of what students should know and be able to do as a result of participating in a school counseling program.

The Michigan Comprehensive Guidance and Counseling Program 2005 and The ASCA National Model: A Framework for School Counseling Programs (2003):

1. Establish the school counseling program as an integral component of the academic mission of a school;
2. Ensure equitable access to the school counseling program for all students provided by a state-credentialed school counselor;
3. Identify the knowledge and skills all students might acquire as a result of the K-12 school counseling program; and
4. Ensure the school counseling program is comprehensive in design and delivered in a systematic fashion to all students.

Student competencies and a list of indicators enumerating desired student learning outcomes follow each standard and benchmark. Student competencies define the specific knowledge, attitudes, and skills students should obtain or demonstrate as a result of participating in a school counseling program. These listings are not meant to be all-inclusive, nor is any individual program expected to include all of the competencies in the school counseling program. The competencies offer a foundation for what a standards-based program addresses and delivers. These can be used as a basis to develop measurable indicators of student performance.

The standards for academic development guide the school counseling program to implement strategies and activities to support and maximize student learning. Academic development includes acquiring attitudes, knowledge, and skills that contribute to effective learning in school



and across the life span; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work and to life at home and in the community.

The student content standards for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes, and knowledge, enabling students to make a successful transition from school to the world of work and from job to job across the life career span. Career development includes the employment of strategies to achieve future career success and job satisfaction, as well as the fostering of understanding of the relationship between personal qualities, education and training, and the world of work.

The 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. Personal/social development contributes to academic and career success. Personal/social development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills, and develop into contributing members of our society.

Integral Part of the Total Educational Program

The *MCGCP 2005* and The *ASCA National Model 2003* support the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, career and personal/social development. ASCA encourages school counselors to become catalysts for educational change and to assume or accept a leadership role in educational reform. As specialists in child and adolescent development, school counselors coordinate the objectives, strategies and activities of a developmental school counseling program. School counselors are advocates for students as the students strive to meet the challenges and demands of the school system and prepare for transition after high school. School counselors are specially trained educators in a position to call attention to situations within the school that defeat, frustrate, and hinder students' academic success. School counselors are aware of the data identifying patterns of achievement and behaviors affecting student success. They provide the leadership to assess school needs, to identify issues, and to collaborate with others to develop solutions.

The *MCGCP 2005* and the *ASCA National Model 2003* represent what a school counseling program should contain and serves as organizational tools to identify and prioritize the elements of a quality school counseling program. They describe program components and serves as a framework for developing and writing a school counseling program. These programs guide states, districts, and individual schools in designing, developing, implementing, and evaluating a comprehensive, developmental, and systematic school counseling program.

Designs a Delivery System

The delivery system (Gysbers & Henderson, 2000) describes activities, lessons, and other areas in which counselors work delivering the program. School counselors use the following four components below in the systematic delivery of the program.



- The curriculum component provides a method by which every student receives guidance curriculum content in a systematic way.
- The individual student planning component provides all students an opportunity to work closely with their parents or guardians to plan, monitor, and understand their growth and development and take action on their next steps personally, educationally and occupationally.
- The responsive services component responds to the direct, immediate concerns of students and includes, but is not limited to, individual counseling, crisis counseling, referrals or consultations with parents or guardians, teachers, or other specialists.
- The systems support component enables the school counseling process to be effective through: leadership and advocacy, consultation, collaboration and teaming, program management, and professional development. This component also provides appropriate support to other programs in the school.

Implemented by Endorsed or Licensed Professional School Counselors

Professional school counselors are certified teachers who are endorsed as school counselors [Michigan School Code: R.390--1301(c)] or individuals who possess a school counseling license (SCL) (PA 288). Although teaching experience is not required, it is important for school counselors to receive training in student learning styles, classroom behavior management, curriculum and instruction, student assessment and student achievement.

Conducted in Collaboration

Professional school counselors work collaboratively with parents or guardians, community members, and other support services professionals as part of the student support services team. In addition, school nurses, school social workers, and school psychologists are all part of the student support system that works collaboratively, often in the form of a student assistance team, helping students and their families identify student needs and referring them to appropriate resources both within and outside of the school.

Monitors Student Success

Monitoring is the process of reviewing data to determine if a student or group of students is demonstrating the desired results as delineated in the program goals and related student competencies. Professional school counselors are expected to consistently monitor and enhance academic progress and achievement. They also advocate for educational and career planning and strive to remove barriers to learning.

Driven by Data

School counseling programs are data driven. Data provide a picture of student needs and provide an accountable way to align the school counseling program with the school's academic mission. Although it is certainly important to know what services are provided for students (process data), this does not provide the complete picture. Collecting process data, which is evidence that an event or activity occurred without a clear understanding of the activity's impact (perception and



results data), is less meaningful because it does not provide enough information. Results data answer the question “so what?” Results data provide evidence that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, or academic achievement. In addition, it is important to disaggregate data, which is the process of separating out data by variables such as gender, ethnicity, or socio-economic status, to examine equity issues and the needs of various student groups.

Seeks Improvement

The purpose of evaluation is improvement. School counseling programs receive valuable information from measuring results, enabling them to determine what is working and what is not. School counselors can use this information to evaluate the program and make necessary adjustments.

Shares Successes

Professional school counselors share their program successes. Informed stakeholders know and promote the value and necessity of school counselors in students’ lives. School counselors market and share the results obtained in successful programs with school sites and local, state, and national stakeholders who need this information to advocate for the improvement of school counselor-to-student ratios.

A Cooperative Effort

Professional school counselors collaborate with many stakeholders to ensure a quality school counseling program. Through this cooperative effort, school counseling programs become an integral part of the total school mission.

School counselors manage the school counseling program and ensure effective strategies are employed to meet stated student success and achievement. The school counselor provides proactive leadership, which engages all stakeholders in the delivery of activities and services to help students achieve success in school. School counselors provide direct services to every student.

Teachers work in a partnership role with school counselors, developing and infusing guidance activities into the instructional program. This partnership can be used to extend the attainment of student achievement through collaborative classroom guidance experiences.

Administrators provide support for the organization, development, and implementation of the school counseling program. They encourage counselors and teachers to work cooperatively and allow time, facilities, and resources to facilitate the process. The administrator recognizes and supports school personnel and community members’ important roles in the implementation of the school counseling programs.

Parents and guardians work in partnership with school counselors to help their students be successful in school. They may also serve on advisory or other site committees. Parents or



guardians are encouraged to collaborate with school personnel to become involved as advocates for the success of every student.

Students are active participants in the school counseling program and assume responsibility for their success in school. Students and counselors work together to promote success in the academic, career, and personal social domains.

Community members such as business, labor, and community agencies partner with schools in a variety of ways by volunteering, mentoring, and providing sites for student service learning experiences and placements for school-related work programs and field trips.

(Adapted from Arizona Department of Education CCBG Program Model Handbook, 2002)

Benefits of the Michigan Comprehensive Guidance and Counseling Program

Student Benefits

1. Enhances student academic performance.
2. Promotes knowledge and assistance in career exploration and development.
3. Develops decision-making skills.
4. Increases knowledge of self and others.
5. Promotes strategies for coping with a changing world.
6. Develops a system for long-range planning.
7. Promotes lifelong learning.
8. Increases opportunities for school counselor/student interaction.
9. Promotes a positive climate within the school.

Parent/Guardian and Family Benefits

1. Enhances student academic performance.
2. Increases opportunities for counselor/parent/family interaction.
3. Ensures access to school and community resources.
4. Assures that ALL students will receive services from the school counseling program.
5. Provides support in advocating for their children's academic, career and personal/social development.
6. Ensures academic planning for every student.
7. Provides training and informational workshops.
8. Provides data for continuous information on student progress.

Teacher Benefits

1. Encourages positive, supportive working relationships.
2. Provides a team effort to measure students' progress toward achievement of content standards and benchmarks.
3. Defines the role of professional school counselors as educators and consultants.
4. Increases the opportunities for counselor/teacher/other staff interaction.
5. Supports the learning environment.

Administrator Benefits

1. Provides program structure with specific content.



2. Promotes accountability; provides for evaluation of program and personnel.
3. Enhances the community's perception of the guidance and counseling program.
4. Increases the opportunities for counselor/administrator collaboration.
5. Provides immediate high-risk/crisis intervention expertise to the administrator and school community.
6. Connects schools and families.
7. Enhances student academic performance.
8. Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate.

Board and Department of Education Benefits

1. Provides a comprehensive guidance and counseling program in the school system.
2. Presents program information to the school community.
3. Furnishes justification for program funding.
4. Contributes ongoing data relative to student progress on benchmarks.
5. Supports the development of performance standards for assessing student progress on meeting the content standards and benchmarks.
6. Maintains compliance with accreditation requirements.
7. Ensures program alignment with existing state/federal recommendations, guidelines, and mandates.
8. Enhances student academic performance.

Business, Industry, Labor, and Service Organization Benefits

1. Presents increased opportunity for collaboration/partnership among counselors, business, industry, labor, and service organizations.
2. Enhances the role of the counselor as a resource person.
3. Increases opportunities for business, industry, labor, and service organizations to actively participate in the total school program.
4. Furnishes a potential work force with decision-making skills, career and employability skills, life management skills, and increased knowledge of what constitutes worker responsibility.
5. Assures effective school-to-work transition.
6. Enhances student academic performance.

Counselor Educator Benefits

1. Builds collaboration between counselor education programs and schools.
2. Provides a framework for teaching the development of school counseling programs.
3. Provides a model for site-based school counseling field work or internships.
4. Increases data collection and collaborative research on school counseling programs.
5. Establishes a framework for professional development to benefit practicing school counselors.
6. Promotes alliances with other educator training programs.

Post-Secondary Education Benefits

1. Enhances articulation and transition of students to post-secondary institutions.
2. Prepares every student for advanced educational opportunities.



3. Motivates every student to seek a wide range of substantial, post-secondary options, including college.
4. Encourages and supports rigorous academic preparation.
5. Promotes equity and access to post-secondary education for every student.

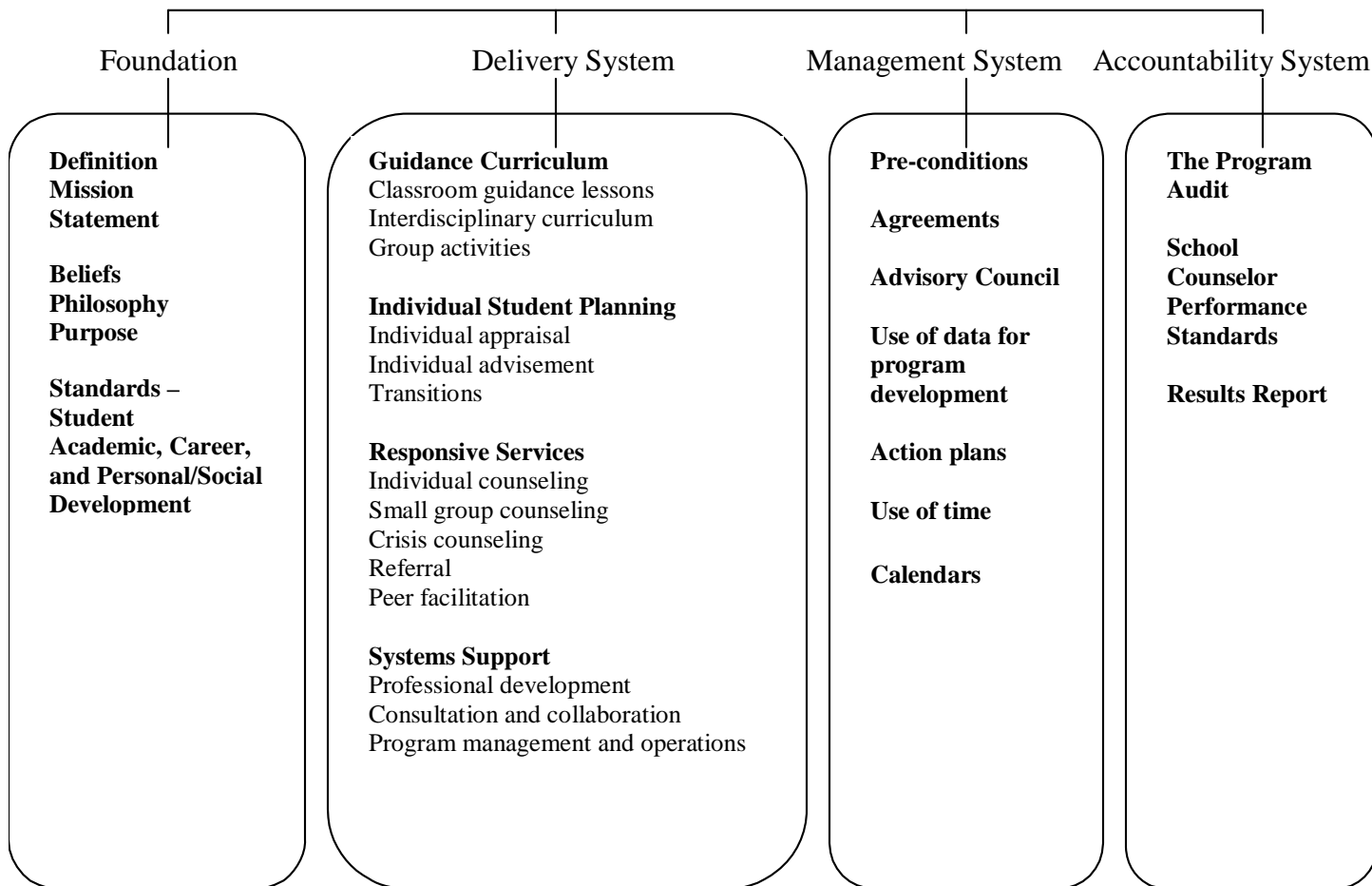
Professional School Counselor Benefits

1. Enhances student academic performance.
2. Provides a clearly defined role and function.
3. Reduces or eliminates non-guidance functions.
4. Offers the opportunity to impact all students.
5. Supplies a tool for program management and evaluation.
6. Outlines clearly defined responsibilities related to student achievement.
7. Identifies the Comprehensive Guidance and Counseling Program as an integral component of Michigan's mandated school improvement process.

Program Elements



Organizational Framework, Processes, and Time



Michigan School Counselor Association Recommended Distribution of Total Counselor Time

	Elementary School	Middle/Junior High School	High School
School Guidance Curriculum	30-40%	20-30%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	30-40%
Systems Support	<u>15-20%</u>	<u>15-20%</u>	<u>15-20%</u>
	100	100	100



Michigan Comprehensive Guidance and Counseling Program STANDARDS AND BENCHMARKS

Michigan School Counselor Association has adopted
The *ASCA National Model: A Framework for School Counseling Programs (2003)*
Standards as the Standards and Benchmarks for
Michigan Comprehensive Guidance and Counseling Program – 2005

(Legend: A:A1.1 = Academic Domain, Standard A, Benchmark 1 and Indicator 1)

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A: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 which lead to successful learning

A: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

A: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 interests 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 wide range of substantial post-secondary options, including college.

A: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

A: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 ability and achievement

A:B2.3 Develop and implement 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 post-secondary 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.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2 Seek co-curricular 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

Career Development

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.

C:A1 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



C:A2 Develop Employment Readiness

- 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.

C:B1 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 career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 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 goals
- 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

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 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 influencing 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

C: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

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS-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

PS-A2 Acquire Interpersonal Skills

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.

PS-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- 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.

PS-C1 Acquire Personal Safety Skills

- PS-C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, 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