



## Section III Management System

The management system of the *Michigan Comprehensive Guidance and Counseling Program (MCGCP)* describes the processes school districts need to fully implement and manage a school counseling program. The four phases provided in this section are: (1) organization, (2) current program assessment, (3) program design, and (4) implementing and managing the program.

### PHASE I. Organization

The organization phase of implementing a comprehensive guidance program can be a challenging step. Administration support is necessary to ensure effective implementation. The entire school counseling staff needs to collaborate on management decisions. However, change can be difficult.

Counselors and administrators need to understand the five conditions necessary for effective change. If all five conditions are not present, confusion, anxiety, gradual change, frustration or a false start can result. As an example, even though a clear program vision, skill for program delivery, incentive to make change, and program resources might be in place, without a clear action plan, a “false start” will result. The program may be initiated but will fail to maintain initial thrust. The following chart reflects what is necessary for managing complex change. X on the chart represents conditions that are not present.

**Managing Complex Change\***

<b>Vision</b>	+	<b>Skills</b>	+	<b>Incentives</b>	+	<b>Resources</b>	+	<b>Action Plan</b>	=	<b>Change</b>
<b>X</b>	+	<b>Skills</b>	+	<b>Incentives</b>	+	<b>Resources</b>	+	<b>Action Plan</b>	=	<b>Confusion</b>
<b>Vision</b>	+	<b>X</b>	+	<b>Incentives</b>	+	<b>Resources</b>	+	<b>Action Plan</b>	=	<b>Anxiety</b>
<b>Vision</b>	+	<b>Skills</b>	+	<b>X</b>	+	<b>Resources</b>	+	<b>Action Plan</b>	=	<b>Gradual Change</b>
<b>Vision</b>	+	<b>Skills</b>	+	<b>Incentives</b>	+	<b>X</b>	+	<b>Action Plan</b>	=	<b>Frustration</b>
<b>Vision</b>	+	<b>Skills</b>	+	<b>Incentives</b>	+	<b>Resources</b>	+	<b>X</b>	=	<b>False Start</b>

\*MCGCP, 1997

(An expanded copy of this chart is located in Appendix N.)

#### A. Pre-conditions for the Implementation of a Comprehensive School Counseling Program

The following pre-conditions need to be reviewed: program, staff, budget, materials, supplies, equipment, facilities, and technology. To optimize program success the following pre-conditions should be in place.

##### Program

- ◆ A guided discussion based on beliefs, philosophy and assumptions of the program’s foundation.
- ◆ Every student, parent or guardian, teacher and other recipient of the school counseling program has equal access to the school counseling program.



- ◆ The program operates in a supportive educational environment and has an adequate budget and school counseling materials.
- ◆ The school counselor works cooperatively with parents or guardians, teachers and community partners and follows *ASCA Ethical Standards* and local school district policies regarding counseling with students.
- ◆ School administrators understand and support the program's priorities and requirements.

### **Staff**

- ◆ School counselors hold a valid school counselor credential.
- ◆ School counselor responsibilities are clearly defined by the program to make maximum use of the school counselor's expertise.
- ◆ The student-to-counselor ratio is important in implementing the locally designed program. ASCA recommends a ratio of 250-to-1.
- ◆ All staff members accept responsibility for the integration of school counseling standards and competencies into the educational program of the school.
- ◆ School counselors are members of their local, state and national professional school counselor associations.

### **Budget**

- ◆ A school counseling department budget is established to support program needs and goals.
- ◆ Budgets similar to those of other departments are established at the local or district level.
- ◆ Local, state and federal funds are made available to support the program's goals.

### **Materials, Supplies and Equipment**

- ◆ Materials are relevant to the program and appropriate for the community.
- ◆ The school counselor consults with the advisory committee and the local school board policy concerning the evaluation and selection of program materials.
- ◆ Materials, supplies and equipment are easily accessible and of sufficient quantity to support the program.
- ◆ All school counselors have locking file cabinets, private telephone lines and computers with Internet access in their offices.

### **Facilities**

- ◆ All facilities are easily accessible and provide adequate space to organize and display school counseling materials.
- ◆ The school counselor has a private office that is designed with consideration of the student's right to privacy and confidentiality.
- ◆ Access is provided to facilities for meeting with groups of students.

### **Technology**

- ◆ School counselors use technology daily in their work, including the Internet, word processing, student database systems and presentation software.
- ◆ School counselors use technology to help students perform career and advanced educational searches for use in their education development plans.



- ◆ School counselors use data regarding their school population to work with the principal, teachers and the advisory council in making recommendations to improve academic achievement.
- ◆ School counselors receive ongoing training in appropriate areas of technology advancement and updates.
- ◆ School counselors use technology in the planning, implementation and evaluation of the school counseling program.
- ◆ School counselors use technology as a tool to gather, analyze and present data to drive systematic change.

## **B. Select and Convene the Program Development Team and the Advisory Council**

During the Organizational Phase, two separate committees need to be formed and convened.

1. The program development team is selected as the working committee charged with developing the school counseling program. It is recommended that the team should consist of at least one counselor per building and at least one administrator and meet at least once per month during the period of planning and implementation.

### **Responsibilities of the Program Development Team:**

- ◆ Develop action plan.
- ◆ Develop timeline for program development.
- ◆ Share information with other building counselors and administrators.
- ◆ Seek input from all counselors in the development of program.
- ◆ Compile a comprehensive guidance and counseling program manual throughout the phases of implementation.

2. An Advisory Council is a representative group of persons appointed to both advise and assist the school counseling program within a school district. It may include representative stakeholders of the school counseling program, including:

- ◆ Students
- ◆ Parents/guardians
- ◆ Teachers
- ◆ Administrators
- ◆ Board of Education members
- ◆ Community representatives
- ◆ Other resources including counselor educators, state or county consultants, etc.

The Advisory Council provides support and advice on program content and structure and encourages new activities to meet the goals of the district's school counseling program. It is important to emphasize that the council is an advisory group, not a decision-making body. The Advisory Council can be a channel of communication to and from the schools of the district and the community.



The size of the Advisory Council can vary by district. Generally, a good size can be from 8-20 members. In some districts, an existing school or district-wide advisory council may assume the functions of the Advisory Council. The Advisory Council should meet one to two times a year.

### **C. Develop Mission Statement**

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

The Program Development Team is responsible for the development of the mission statement.

A mission statement:

- ◆ Keeps the program focus on the beliefs, assumptions and philosophy
- ◆ Establishes a structure for innovations
- ◆ Creates one vision
- ◆ Provides an anchor in the face of change

The mission statement content should:

- ◆ Be written with students as the primary clients
- ◆ Advocate for the equity, access and success of every student
- ◆ Be written for every student
- ◆ Indicate the content and competencies to be learned
- ◆ Be consistent with the building and school district mission statements
- ◆ Indicate the long-range results desired for all students

### **Sample Mission Statement**

*The XYZ School District believes that a quality comprehensive guidance and counseling program is an integral part of the total education program. The XYZ Comprehensive Guidance and Counseling Program assures that all students will acquire and demonstrate competencies in the areas of academic, career, and personal / social development. By acquiring these competencies, students will be empowered to learn to learn, learn to work, and learn to live now and in the future.*

### **D. Obtain Formal Approval**

During the organizational phase, it is important to provide information to administration and the Board of Education about the benefits of developing a comprehensive guidance and counseling program in support of the school's mission. Before moving to the next phase, it is **critical** to obtain formal approval to proceed with further development and implementation of the program.



## **PHASE II. Current Program Assessment**

The second phase of the Implementation/Management System is to assess the current program. It is important to review the current practices in the district's school counseling program.

Counselors should closely examine current practices and population served in relation to the *Michigan Comprehensive Guidance and Counseling Program (MCGCP)*. A Program Audit and School Counselor Time and Activity Analysis (also called a Time and Task Analysis) are tools to assess the current program.

### **A. Conduct Program Audit**

The Program Audit is a tool to aid school counselors in the breakdown and analysis of each program component. Once completed, the audit indicates areas in need of improvement or enhancement. It can validate how the current program aligns with *the Michigan Comprehensive Guidance and Counseling Program (MCGCP)*. The audit should be first performed when the program is being designed and then yearly to appraise the progress of the program development. (See Appendix E for Program Audit.)

### **B. Conduct School Counselor Time and Activity Analysis**

The School Counselor Time and Activity Analysis is a survey of the time it takes for professional school counselors to perform the tasks they are assigned in the current program. The results of this survey will then be used to compare the time involved in the current program to the time chosen for the school/district-desired program.

Before conducting a School Counselor Time and Activity Analysis it is important for school counselors to determine how current activities fit into the four components of the delivery system (Guidance Curriculum, Individual Student Planning, Responsive Services and Systems Support).

The worksheet (page 46) will be helpful for counselors to categorize current tasks into component areas. As a group, counselors can brainstorm current tasks and utilize the following chart to categorize them. The results will give district counselors a good idea of how their current program fits into the four component areas and are helpful when completing the School Counselor Time and Activity Analysis.

One method of conducting the School Counselor Time and Activity Analysis is for all counselors to complete the following steps:

- 1) Collect data one day each week. (e.g., Monday of 1<sup>st</sup> week, Tuesday of 2<sup>nd</sup> week, etc.) for one school year.
- 2) Select either the 20-minute or 30 minute time interval. Three sample work sheets have been provided in Appendix D formatting different time periods that can meet individual counselor situation.
- 3) Determine the component area into which the activity is placed. If it is a non-guidance activity, write down the activity.



- 4) The analysis of school counselor time is based on the usual contract day (i.e., 8 A.M. – 4 P.M.). Counselor activity beyond the contracted day should be documented. This may include activities such as parent presentations, financial aid night, board of education presentations, career night.
- 5) Compile data as analysis is completed.
- 6) At the end of the year, prepare a final report of counselor time and activity data and compare with MSCA recommended percentages.



### School Counselor Activity Worksheet

Think about your current guidance activities, duties, etc. Using your knowledge of the four components of the *Michigan Comprehensive Guidance and Counseling Program (MCGCP)*, list your current activities under the appropriate component area.

<b>Guidance Curriculum</b>	<b>Individual Planning</b>	<b>Responsive Services</b>	<b>Systems Support</b>	<b>Non-Guidance Activities</b>
<p>Ex., <i>Classroom Activities (i.e., Anti Bullying Skills, Career Pathways), Group Activities</i></p>	<p>Ex., <i>EDP's, Transition Activities, Individual Advisement, Career Exploration, Placement</i></p>	<p>Ex., <i>Personal Counseling, Small Group Counseling, Crisis Intervention, Consultation, Referrals</i></p>	<p>Ex., <i>Professional Development, Data Collection, Program Management, Staff Development</i></p>	<p>Ex., <i>Bus and/or Lunch supervision, Balancing Class Sizes, Substitute Teaching, Master Scheduling</i></p>



## **PHASE III. Program Design**

The third phase of the Implementation/Management system is the Program Design Phase. It is important that comprehensive guidance and counseling programs be locally developed and meet the identified needs of the students being served.

### **A. Conduct Needs Assessment**

The first step in designing the school counseling program is assessing the needs of the students. Conducting a needs assessment is critical before undertaking any changes to the current guidance and counseling program. Data from the needs assessment results are useful in setting priorities for change and adaptation of the program.

The purpose of conducting the needs assessment include:

- ◆ Learning the perceptions of the students about their guidance and counseling needs and services.
- ◆ Learning the perceptions of parents/guardians, administrators, teachers, community employers, regarding the guidance and counseling needs and services and their impact on the students.
- ◆ Providing opportunities for ownership of the guidance and counseling program by seeking and using feedback.
- ◆ Identifying priorities for program adaptation or development and implementation.

A simple needs assessment tool can be locally developed.

Questionnaires are the most common tool for collecting information from individuals regarding their perceptions and uses of the existing program and for identifying their perceptions of needs. For a comprehensive assessment of the existing comprehensive guidance and counseling program, students should be surveyed at least once during elementary, middle, and high school.

#### **Needs Assessment Sampling Techniques**

Collecting data from all the individuals of all the relevant populations is impossible. The number of individuals and groups becomes an organizational nightmare for the distribution and collection of questionnaires, and even more expensive and complex in scoring, recording, and collating the data that may be collected. Therefore, it is recommended that appropriate sampling techniques need to be applied for data to be valid for the entire population.

*(See Appendix A for information on Sampling Techniques.)*

### **B. Design Program**

The following are the recommended steps for the designing the program:

1. Determine program priorities based on needs assessment results and data collected.
2. Identify student standards, benchmarks and indicators that address need areas by content.



3. Establish desired percentages of counselor time in each program component. Percentage of time delivering Guidance Curriculum may vary from grade to grade. For example, Guidance Curriculum may be of greater percentage of counselor time at 9<sup>th</sup> grade than at 12<sup>th</sup> grade.
4. Develop action plans for each program component to achieve desired result. (*See Appendix G, Sample Action Plan*). Action plans contain the following:
  - A. The Domain, Standard, Benchmark, and Indicator
  - B. Description of activity and curriculum
  - C. Timeline for completion
  - D. Identification of person(s) responsible
  - E. Evaluation methods
  - F. Expected student results
5. Develop counselor job descriptions. (*See Appendix C*)
6. Develop Comprehensive Guidance and Counseling manual for District School Counseling Program. (See sample on page 55)

### **School Counseling Program and Non-School Counseling Program Activities**

The Michigan School Counselor Association recommends that 80% of the school counselor's time be focused on the overall delivery of the total program through guidance curriculum, individual student planning and responsive services. A small percentage of school counselor time is devoted to indirect services called systems support. Eliminating or reassigning non-school counseling program activities allows school counselors to focus on the delivery of a comprehensive school-counseling program. The following chart 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.

### **School Counseling Program Activities**

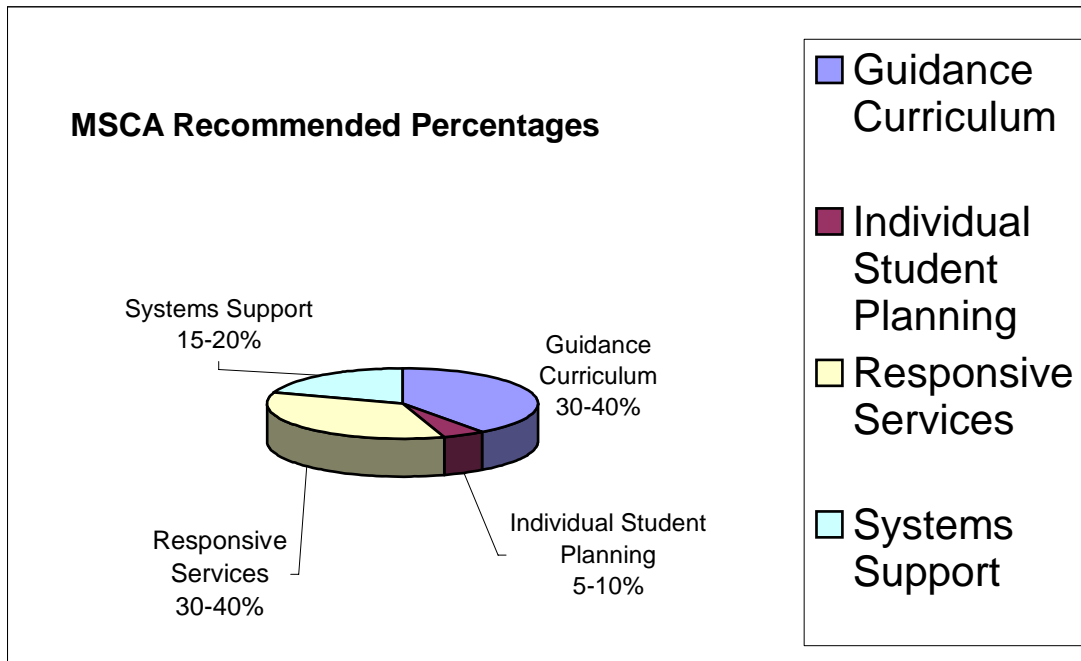
- \_ individual student academic program planning
- \_ interpreting cognitive, aptitude & achievement tests
- \_ counseling students who are tardy or absent
- \_ counseling students who have disciplinary problems
- \_ counseling students as to appropriate school dress
- \_ collaborating with teachers to present guidance curriculum lessons
- \_ analyzing grade-point averages in relationship to achievement
- \_ interpreting student records
- \_ providing teachers with suggestions for better management of study halls
- \_ ensuring that student records are maintained as per state and federal regulations
- \_ assisting the school principal with identifying and resolving student issues, needs, and problems
- \_ working with students to provide small- and large-group counseling services
- \_ advocating for students at individual education plan meetings, student study teams, and school attendance review boards
- \_ disaggregated data analysis

### **Non School Counseling Program Activities**

- \_ clerical aspects of registration and scheduling of all new students
- \_ administering cognitive, aptitude, and achievement tests
- \_ responsibility for signing excuses for students who are tardy or absent
- \_ performing disciplinary actions
- \_ sending students home who are not appropriately dressed
- \_ functioning as a substitute teacher
- \_ computing grade-point averages
- \_ maintaining student records
- \_ supervising study halls
- \_ clerical record keeping
- \_ assisting with duties in the principal's office
- \_ work with one student at a time in a therapeutic, clinical mode
- \_ preparation of individual education plans, student study teams and school attendance review boards.
- \_ data entry

Adapted from Campbell, C.A. & Dahir, C.A. (1997). *Sharing the vision: The ASCA national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.

## Elementary Time Distribution



### Your Current School/District Program Percentages

\_\_\_\_\_ Guidance Curriculum

\_\_\_\_\_ Individual Student Planning

\_\_\_\_\_ Responsive Services

\_\_\_\_\_ Systems Support

\_\_\_\_\_ Non-Guidance

### Your Desired School/District Program Percentages

\_\_\_\_\_ Guidance Curriculum

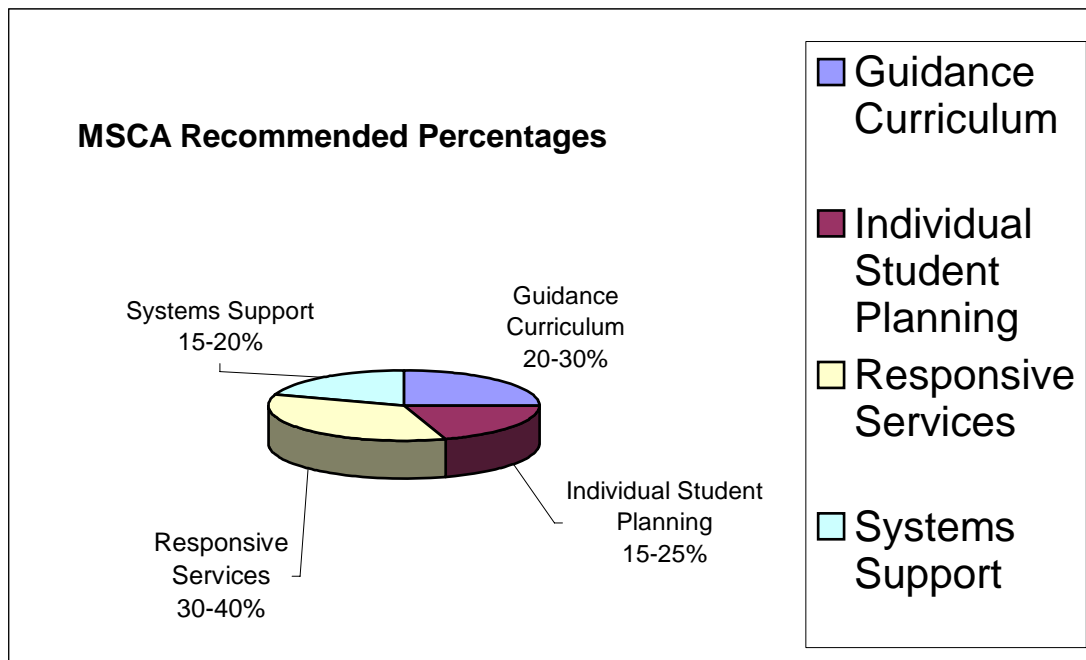
\_\_\_\_\_ Individual Student Planning

\_\_\_\_\_ Responsive Services

\_\_\_\_\_ Systems Support

\_\_\_\_\_ Non-Guidance

## Middle/Junior High Time Distribution



### Your Current School/District Program Percentages

\_\_\_\_\_ Guidance Curriculum

\_\_\_\_\_ Individual Student Planning

\_\_\_\_\_ Responsive Services

\_\_\_\_\_ Systems Support

\_\_\_\_\_ Non-Guidance

### Your Desired School/District Program Percentages

\_\_\_\_\_ Guidance Curriculum

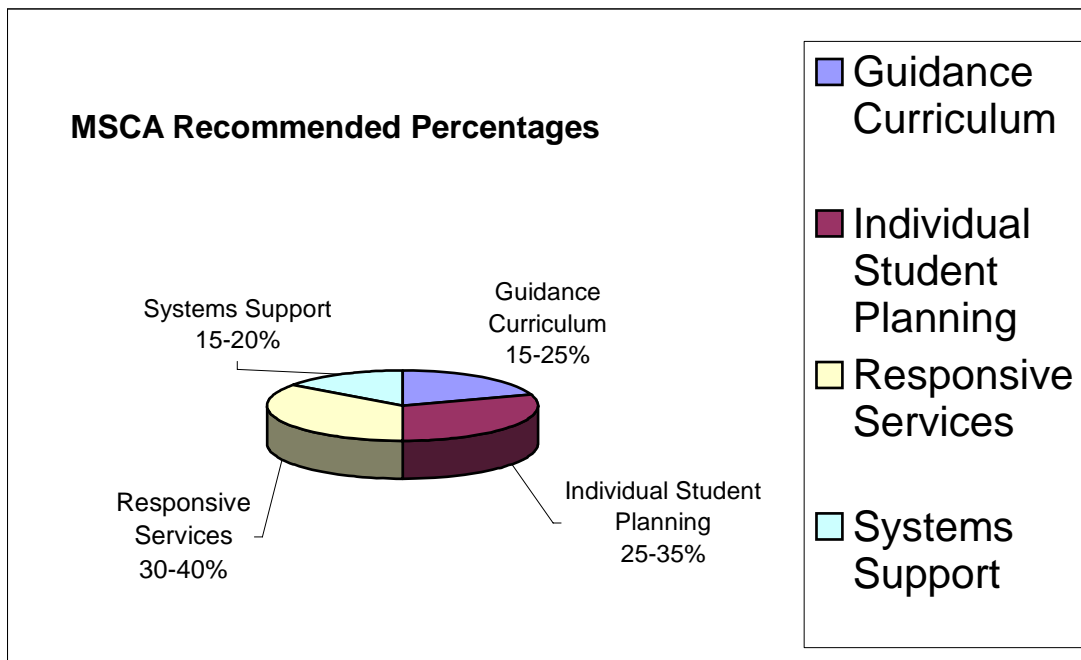
\_\_\_\_\_ Individual Student Planning

\_\_\_\_\_ Responsive Services

\_\_\_\_\_ Systems Support

\_\_\_\_\_ Non-Guidance

# High School Time Distribution



## Your Current School/District Program Percentages

\_\_\_\_\_ Guidance Curriculum

\_\_\_\_\_ Individual Student Planning

\_\_\_\_\_ Responsive Services

\_\_\_\_\_ Systems Support

\_\_\_\_\_ Non-Guidance

## Your Desired School/District Program Percentages

\_\_\_\_\_ Guidance Curriculum

\_\_\_\_\_ Individual Student Planning

\_\_\_\_\_ Responsive Services

\_\_\_\_\_ Systems Support

\_\_\_\_\_ Non-Guidance



## **SAMPLE TABLE OF CONTENTS For Your School/District Manual**

Section I	Program Overview
Section II	Student Standards and Benchmarks
Section III	Organizational Structure
	A. Definition and Mission Statement
	B. Facilities
	C. Staff
	D. Budget
	E. Advisory Council
Section IV	Program Components and Counselor Time Distribution
	A. Guidance Curriculum Activities
	B. Individual Student Planning Activities
	C. Responsive Service Activities
	D. Systems Support Activities
Section V	Management Agreements and Job Descriptions
Section VI	Calendars
	A. Annual
	B. Monthly
	C. Weekly
Section VII	Accountability System
	A. Program Audit
	B. School Counselor Performance Standards and Review
	C. Results Report
Section VIII	Board of Education Program Adoption Resolution



## B. Complete Management Agreements

Management agreements within the school counseling program ensure effective implementation of the delivery systems to meet students' needs. The entire school counseling staff, including the administrator in charge of school counseling must make management decisions based on site needs and data analysis. Site principals and administrators must be involved in this important process.

When implementing a comprehensive school counseling program, management system decisions and agreements must be made regarding the organization and assignment of counselors (Johnson & Johnson, 2001). This should be accomplished in consultation with the principal or school-counseling administrator prior to the next step in program implementation. It is recommended that:

- The school counseling team members and administrator review and discuss data-driven needs for the student population and school site based on data analysis.
- The school counseling team decides on a plan of action to meet student needs.
- The school counseling team and administrator agree on how students, guidance curriculum and services will be assigned to specific counselors.
- The school counseling team produces and presents yearly a draft of the management agreement.
- The administrator reviews the management agreement and arrives at consensus with the school counseling team.

Program implementation is predicated on integrating all elements of the school counseling program. (*See sample management agreements in Appendix B.*) Organizational plans should include consideration of the following:

- How will students be assigned to school counselors to ensure every student has access to the program and acquires the pre-determined competencies? By grade level, alpha breakdown, standards domain, academy or pathway, see any counselor or a combination?
- Will counselors choose to specialize in different areas? Who will provide responsive services while other counselors are delivering the scheduled school guidance curriculum? Will the school site implement a "counselor of the day" program so there is always one school counselor available for crisis when others are delivering guidance curriculum?
- What amount of time should be spent in delivering guidance lessons, providing individual student planning, delivering responsive services and managing system support?
- Who is responsible for implementation of the various services and specialty tasks?
- How will counselors be compensated for work beyond the regular workday?
- What budget is available to purchase the necessary materials and supplies to implement the program?
- What professional development is needed to support the school counselor or team's ability to provide a comprehensive school counseling program?
- How often should the school counseling department meet as a team, with administration, with school staff and with the advisory council?

- Who determines how support services for the counseling team will be provided and organized?
- What roles do school counseling assistants, registrars, clerks and volunteers play on the counseling team?

When school counselors and administrators meet and agree on program priorities, implementation strategies and the organization of the counseling department, the entire program runs more smoothly and is more likely to produce the desired results for students.

### **C. Develop Calendars**

School counselors develop and publish a master calendar of school counseling events to ensure students, parents or guardians, teachers and administrators know what and when school counseling activities are scheduled and when and where activities will be held. Calendars assist with planning, ensuring program participation.

The use of a school counseling program calendar aligned with the school site calendar facilitates staff, parents or guardians, student and community involvement as partners in students' education. The calendar establishes a site schedule for the school and counseling program activities. As the program grows and multiple activities are developed, a calendar validates the important support the school counselor program provides students, parents or guardians, teachers and administrators. A well-developed calendar that is complete, timely and colorful can be a powerful public relations tool. Time and thought on how the calendar will be formatted, consistency in the timing and distribution methods, attractiveness of the design, color and detail produce a useful tool. An effective calendar invites others to acknowledge and participate in the school counseling program activities (Henderson & Gysbers, 1998; Johnson & Johnson, 2001; Myrick, 2003).

#### **Calendars will:**

- ◆ Identify grade levels, dates and activities
- ◆ Be published and distributed to appropriate persons: students, staff, parents or guardians and community
- ◆ Be posted on a weekly or monthly basis
- ◆ Be compared to locally established goals for time spent in the delivery of system components
- ◆ Be utilized to allocate time for data analysis and program evaluation
- ◆ Be used when designing and determining system priorities
- ◆ Be shared with the principal as an indicator of leadership, advocacy and foresight in the school counselor's professional approach

#### **Annual Calendar**

The annual calendar is a way for school counselors to identify the school counseling program priorities and their commitment to them. Ideally, the calendar is located in several prominent places such as the department bulletin board, school or student bulletin boards, classroom bulletin boards, administrative offices, parent or guardian center,

career center, student store and other sites used to communicate school events. It may be submitted to the local newspaper, the student newspaper and the school counseling department's website to increase the program's visibility. The student support calendar might include relevant school activities for families, such as back to school night, open house, parents or guardian-teacher meetings, standardized tests dates, parents or guardian, student and teacher conferences, planned school counseling classroom lessons, career or college nights, evening meetings for reviewing study skills or other opportunities provided through the school and the community, as well as the student support program.

Many schools provide an annual schedule of school activities that can be coordinated with other events with all relevant dates and times noted on the student support calendar. The school counseling program calendar:

- Increases visibility of the student support program and other related educational activities
- Provides focus on events or activities of value for the students, parents or guardians and staff
- Increases communication within the school and home about schedules and program activities
- Encourages the student, family, department and school to plan ahead for important student support functions
- Establishes an organizational pattern of highlighting and valuing student support opportunities
- Reserves the use of the facility hosting the events or activities
- Reinforces the importance of student participation in student support-related activities

### **Monthly Calendar**

The monthly calendar is maintained and circulated to highlight the specific activities and events for each month throughout the school year and into the summer. Print the monthly calendar in a distinctive color and distribute it to all teachers for their classroom bulletin boards. Be sure to remind teachers that they are invited to participate and to encourage student participation or observance of upcoming events. Mail the calendar to parents or guardians as well. Schedule classroom guidance lessons on a monthly basis, such as one grade level per month for four to six lessons.

### **Weekly Calendar**

The weekly calendar is a fluid road map that is somewhat flexible due to crisis or immediate student needs. In addition to classroom lessons, group counseling and individual student planning, build in data analysis, collaboration and advocacy into the schedule to allow for some flexibility.

## **D. Promote Program**

Once approved, it is critical to promote the school counseling program with various populations. The following suggestions may assist in promoting the program.

- ◆ Develop a school counseling program brochure
- ◆ Present the program to the school staff
- ◆ Develop a web site for the school counseling department
- ◆ Publish monthly/annual calendars
- ◆ Develop annual report to administration
- ◆ Develop school counseling newsletter
- ◆ Contribute to school newsletter with a counselor column
- ◆ Make presentations to the Board of Education on a regular basis

## **E. Utilize Data**

*(The following information is explained in detail in Section IV, Accountability System, page 60.)*

Comprehensive school guidance and counseling programs need to be data driven. Analysis of data drives the program while monitoring student success ensures each student acquires the identified competencies. School counselors monitor student progress through three types of data:

- Student-achievement data
- Achievement-related data
- Standards- and competency-related data

It is critical for school counselors to use data to show the school counseling program's impact. To do this, counselors need to evaluate three types of data:

- Process data
- Perception data
- Results data

It is important that school counselors not only look at aggregate, global data, but to also that they disaggregate data. The data should be disaggregated by variables such as gender, ethnicity, or grade level to identify under-performing groups of students.

*(See Section IV, Accountability System, page 60, for data collection information and forms.)*

The ultimate goal of a school counseling program is to support the school's academic mission. Student needs surface when program and individual data are analyzed. Analysis of data can identify gaps between the desired results and the results currently being achieved by students. School counselors can strategically design programs or activities to help lessen student barriers and begin to close those gaps.

## **F. Utilize Technology**

- ◆ School counselors use technology daily in their work, including the Internet, word processing, student database systems, and presentation software.
- ◆ School counselors use technology to help students perform career and advanced educational searches and create online portfolios.
- ◆ School counselors use data regarding their school population to work with the principal, teachers and the Advisory Council in making recommendations to improve academic achievement.
- ◆ School counselors receive ongoing training in all areas of technology advancement and updates.
- ◆ School counselors use technology in the planning, implementation, and evaluation of the school counseling program.
- ◆ School counselors use technology as a tool to gather, analyze, and present data to drive systematic change.