

**TITLE: Acceptance of School Counselor Performance Standards Review Panel
and Approval of School Counselor Performance Standards**

The Hawaii Teacher Standards Board accepts the attached School Counselor Performance Standards Review Panel report and approves the panels' revisions to the Hawai'i School Counselor Performance Standards which were adopted by the Board in NBI 11-27 on November 18, 2011.

Hawaii State Approved Teacher Education Programs shall incorporate the Hawai'i School Counselor Performance Standards into their programs no later than July 1, 2013.

The new standards will replace the existing School Counselor Performance Standards in the license renewal process by July 1, 2013.

Submitted by: Terry Lynn Holck

Referred to: Teacher Standards Committee

**Hawaii Teacher Standards Board
School Counselor Performance Standards Review Panel**

Panelists:

- Darren Iwamoto, School Counseling Internship Director, Chaminade University Counseling Psychology School Counseling Program;
- Scott Miyagi, School Counselor, Mililani Mauka Elementary;
- Kristin A. Silva, Outreach (High-Risk) Counselor, Washington Middle School;
- Dr. Dale Fryxell, Full Professor of Psychology and Clinical Director for the School Counseling Program, Chaminade University;
- Terry Ann L. Malterre, School Counselor/ Outreach Counselor, Roosevelt High
- Charlene Masuhara, teacher and counselor, Hilo High School
- Carolyn Gyuran, Educational Specialist, HTSB

Meeting dates: March 5, 2012, March 7, 2012

Workgroup Charge:

New Business Item 11-27, approved 10/28/11 :

The Hawaii Teacher Standards Board approves the attached School Counselor Performance Standards and directs the Executive Director to form a review panel of licensed school counselors, Hawaii SATE school counselor preparation faculty and other stakeholders, and to report recommendations from this panel back to the Board no later than May 30, 2012 for final adoption.

History

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. In recent years, the ASCA leadership has recognized the need for a more unified vision of the school counseling profession.

“The ASCA National Model: A Framework for School Counseling Programs” was a landmark document that provided a mechanism with which school counselors and school counseling teams could design, coordinate, implement, manage and enhance their programs for students' success. The ASCA National Model provides a framework for the program components, the school counselor's role in implementation and the underlying philosophies of leadership, advocacy, collaboration and systemic change.

ASCA School Counselor Performance Standards

School counselor performance standards align with the ASCA National Model and contain basic standards of practice expected from counselors. Personnel

delivering the school counseling program are evaluated in the areas of program implementation, program evaluation and professionalism. All too often, school counselors are evaluated using an instrument designed for teachers or resource professionals. These school counselor standards accurately reflect the unique training of school counselors and their responsibilities within the school system. Although used for performance evaluation, the standards are also an important tool in the school counselor's own self-evaluation and advocacy, and will help focus personal and professional development plans. It is suggested that school counselors and administrators work within their individual systems to design appropriate evaluation and/or appraisal tools that meet their district governing board and bargaining unit policies. It is recommended that administrators evaluate school counselors every year. An evaluation should include individual comments as well as a rating system for how well the school counselor is meeting required performance standards.

School Counselor Performance Standards Review Panel Discussion:

Consensus was reached for each question on all 10 of the standards.

Changes were made to the standards to ensure that all counselors can achieve them within all grade levels.

Each standard was looked at to see if evidence could be provided for meeting the standard and elements.

Some elements were shortened to make them more readable.

Hawai'i Performance Standards for School Counselors Review Panel Recommendations:

The Hawai'i Teacher Standards Board should adopt the attached "Hawai'i Performance Standards for School Counselors" which align with the American School Counselor Association (ASCA) National Model and contain basic standards of practice expected from counselors.

The "Hawai'i Performance Standards for School Counselors" should be used by counselors as verification of satisfying standards for the Hawai'i Teacher Standards Board for school counselor preparation, licensure, and license renewal.

See attached list of standards.

Hawaii Performance Standards for School Counselors*

Revised March 5, 2012

*School counselor performance standards align with the American School Counselor Association (ASCA) National Model and contain basic standards of practice expected from counselors. Personnel delivering the school counseling program are evaluated in the areas of program implementation, program evaluation and professionalism. All too often, school counselors are evaluated using an instrument designed for teachers or resource professionals. These school counselor standards accurately reflect the unique training of school counselors and

their responsibilities within the school system. Although used for performance evaluation, the standards are also an important tool in the school counselor's own self-evaluation and advocacy, and will help focus personal and professional development plans. It is suggested that school counselors and administrators work within their individual systems to design appropriate evaluation and/or appraisal tools that meet their district governing board and bargaining unit policies. It is recommended that administrators evaluate school counselors every year. An evaluation should include individual comments as well as a rating system for how well the school counselor is meeting required performance standards.

School counselor performance standards (as established by ASCA) are:

- **Standard 1:** Program organization
- **Standard 2:** School guidance curriculum delivered to all students
- **Standard 3:** Individual student planning
- **Standard 4:** Responsive services
- **Standard 5:** Systems support
- **Standard 6:** School counselor and administrator agreement
- **Standard 7:** Use of data
- **Standard 8:** Student monitoring
- **Standard 9:** Results evaluation
- **Standard 10:** Infusing themes

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 positive 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.

Standard 2: The professional school counselor is able to implement a school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions.

2.1 The professional school counselor is able to teach school guidance units effectively.

2.2 The professional school counselor is able to develop materials and instructional strategies to meet student needs and school goals.

2.3 The professional school counselor collaborates with staff involvement to ensure the effective implementation of the school guidance curriculum.

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.

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.

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.

5.3 The professional school counselor develops and distributes a calendar which identifies counseling activities and programs.

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/or school administrator.

6.2 The professional school counselor discusses the anticipated program results when implementing the action plans for the school year.

Standard 7: The professional school counselor collects and analyzes data to guide program direction and emphasis.

7.1 The professional school counselor uses school data to make decisions regarding student choice of classes and/or special programs.

7.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.

7.4 The professional school counselor understands and uses data to establish goals and activities to support academic achievement.

Standard 8: The professional school counselor monitors the students on a regular basis as they progress in school.

8.1 The professional school counselor is accountable for monitoring students' progress.

8.2 The professional school counselor implements monitoring systems appropriate to the individual school.

8.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 9: The professional school counselor develops a system for evaluating the results of the counseling program.

9.1 The professional school counselor collects data and analyzes results attained from school counseling activities.

9.2 The professional school counselor works with members of the counseling team, if applicable, and with the principal to clarify how programs are evaluated and how results are shared.

9.3 The professional school counselor uses program assessment to make changes as needed in the school counseling program and calendar for the following year.

9.4 The professional school counselor shares the results of the program assessment with stakeholders.

Standard 10: The professional school counselor is an advocate for students, a leader, collaborator, and a systems change agent.

10.1 The professional school counselor promotes academic success of students.

10.2 The professional school counselor promotes equity and access for students.

10.3 The professional school counselor takes a leadership role within the school setting and/or community.

10.4 The professional school counselor understands reform issues and works to close the achievement gap.

10.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.

10.6 The professional school counselor is a member of effective teams and encourages collaboration among all school staff.

10.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.