

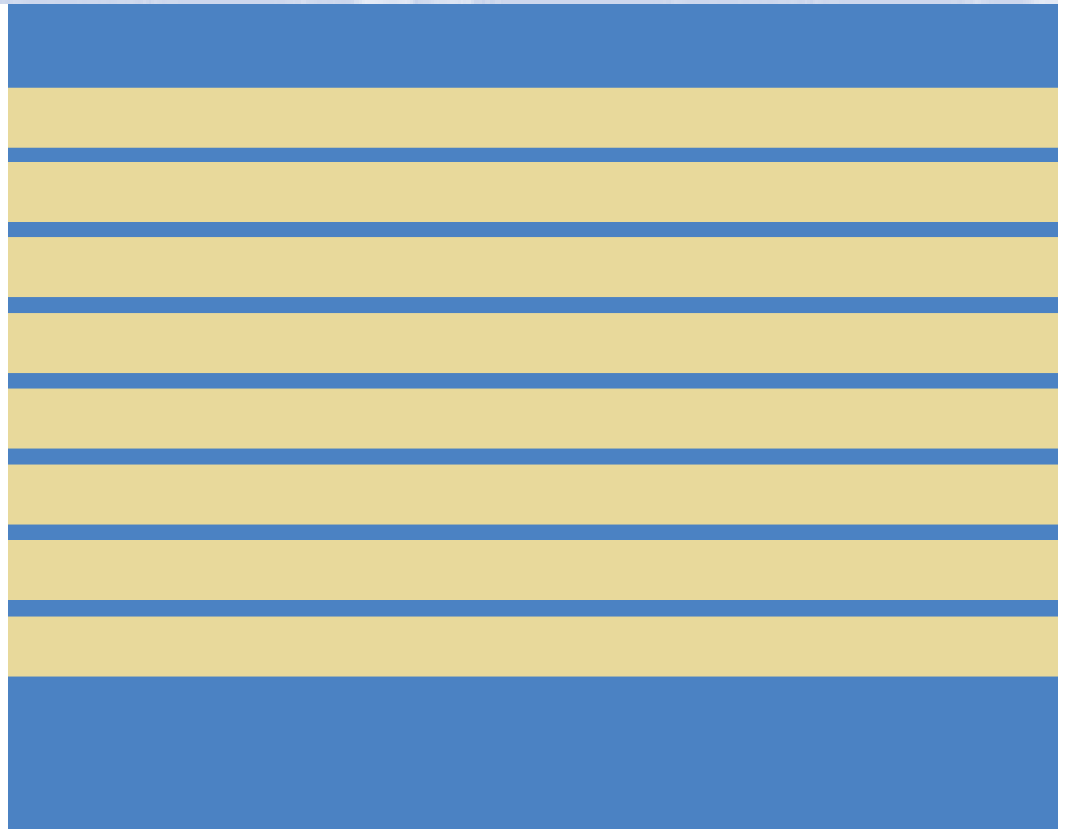
# GUIDANCE CURRICULUM FOR THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

***K-12***

Public Schools of North Carolina  
State Board of Education (Department of Public Instruction)  
Office of Instructional and Accountability Services  
Division of Instructional Services

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# FORWARD

The comprehensive school counseling program refers to a sequential, developmental program designed to benefit all students in preparation for their futures. Such a program includes a curriculum organized around three areas essential for students' growth and development: Academic Development, Career Development, and Personal/Social Development.

**1**

**Demonstrate a positive attitude toward self as a unique and worthy person.**

**2**

**Gain life-planning skills that are consistent with their needs, interests, and abilities.**

**3**

**Develop responsible social skills and an understanding and appreciation of being a contributing member of society.**

**4**

**Demonstrate an understanding and appreciation of the life-long process of learning, growing, and changing.**

Activities and strategies for achieving identified student outcomes in these three areas can be integrated across the curriculum by teachers and counselors. A goal for this guide is to illustrate the connectivity between the National Standards, the ABCs Goals, the SCANS, and the National Career Development Guidelines. This Guidance Curriculum for a Comprehensive School Counseling Program is student centered and teacher friendly. Counselors should use it as a *blueprint* for collaboratively building a sequential and developmentally appropriate school counseling program.

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# USING THE CURRICULUM GUIDE

The Guidance Curriculum Guide for the Comprehensive School Counseling Program is a framework for school counselors to use when building or enhancing developmentally appropriate and school-wide counseling programs. The Blueprint specifies the comprehensive objectives expected for all K-12 students. These standards are based on the **National Standards for School Counseling** and are consistent with the **National Career Development Guidelines Competencies**, the **North Carolina ABC Standards**, and the **SCANS**. The Blueprint provides a matrix illustrating how the standards connect to each of these national and state initiatives.

There are three areas addressed in a counseling program: Academic Development, Career Development, and Personal and Social Development. This Curriculum provides sample lessons under each area and standard for elementary, middle and high school students.

## Each Curriculum page includes the following information:

|                                       |                                                                                                                                            |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CURRICULUM:</b>                    | Provides the title of the Curriculum.                                                                                                      |
| <b>AREA:</b>                          | Indicates the area of guidance: Academic, Career, or Personal/<br>Social Development.                                                      |
| <b>COMPETENCY<br/>AND<br/>NUMBER:</b> | Identifies the competency statement and the number based on the Blueprint.                                                                 |
| <b>OBJECTIVE:</b>                     | Identifies the desired student outcome(s). Each objective is identified according to the area and competency as provided in the Blueprint. |
| <b>GRADE LEVEL:</b>                   | Identifies the grade or level appropriate for the lesson.                                                                                  |
| <b>OUTLINE:</b>                       | Identifies the purpose of the lesson.                                                                                                      |
| <b>ACTIVITIES/<br/>STRATEGIES:</b>    | Provides a content outline for counselors and teachers to use in delivering the competency objective and lesson.                           |
| <b>PARENT:</b>                        | Recommends a supportive strategy.                                                                                                          |
| <b>COMMUNITY:</b>                     | Recommends a supportive strategy.                                                                                                          |
| <b>EVALUATION:</b>                    | Identifies procedures for assessing the objective of the lesson.                                                                           |

# COMPREHENSIVE SCHOOL COUNSELING GUIDANCE CURRICULUM BLUEPRINT

11/1/00

A blueprint is a document illustrating the framework of the curriculum.

Shown on the blueprint are the areas of instruction, the core competencies in each area, and the specific objectives for each competency. The blueprint illustrates the recommended sequence of instruction for each competency as well as a designation for each competency as Core or Supplemental.

The Blueprint is intended to be used by counselors in planning the course of work for the year, preparing daily plans, and providing for appropriate interventions with students, parents, colleagues, and the community. For additional information about this blueprint, contact program area staff:

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## INTERPRETATION OF COLUMNS ON BLUEPRINTS

| No. | Heading                                    | Column Information                                                                                                                                                                                                                                            |
|-----|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Competency #<br>Objective #                | The School Guidance Curriculum is integrated in all subject areas through the School Improvement Plan.                                                                                                                                                        |
| 2   | Area<br>Competency<br>Objective Statements | Statements of area titles: Academic Development, Career Development, Personal/Social Development;<br>Competencies per area.<br>Each competency combined with Outcome behavior                                                                                 |
| 3   | Core/Supplemental                          | Designation of the competencies and objectives as Core or Supplemental.                                                                                                                                                                                       |
| 4   | Integrated Skill<br>Area: NCEC             | Shows links to the North Carolina Education Standards and Accountability Commission Standards (ABCs) created by the General Assembly in July 1993. Communication, Problem-Solving, Teamwork, Using Numbers and Data, Processing Information, Using Technology |
| 5   | Integrated Skill<br>Area: SCANS            | Shows links to the Secretary's Commission on Achieving Necessary Skills (SCANS)<br>Foundation Skills: Basic Skills, Thinking Skills, Personal Qualities<br>Functional Skills: Resources, Interpersonal, Information Systems, Technology                       |
| 6   | Integrated Skill<br>Area: NCDGC            | Shows links to the National Career Development Guidelines Competencies (NCDGC)<br>1) Self-Knowledge, 2) Exploration, 3) Career Planning                                                                                                                       |

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# SCHOOL GUIDANCE CURRICULUM CONNECTIONS

| <b>SCANS COMPETENCIES<br/>SECRETARY'S COMMISSION ON<br/>ACHIEVING NECESSARY SKILLS</b>                                                                                                                                                                                                                                                                           | <b>STATE ACCOUNTABILITY<br/>COMMISSION STANDARDS</b>                              | <b>NCDGC<br/>NATIONAL CAREER DEVELOPMENT GUIDLINES COMPETENCIES</b>                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitors and corrects performance<br>Improves and designs systems                                                                                                                                                                                                                                                                                                | North Carolina Education Standards and<br>Accountability Competencies             | Skills to make decisions<br>Skills in career planning<br>Influence of societal needs and functions on nature and structure of work                                                                                                                                                                                                                                                                           |
| TECHNOLOGY<br>Selects technology<br><br>Applies technology to task<br><br>Maintains and trouble-shoots technology                                                                                                                                                                                                                                                | Uses Technology<br>Processes Information                                          | Skills to locate, evaluate and interpret career information                                                                                                                                                                                                                                                                                                                                                  |
| FOUNDATIONS<br><br>BASIC SKILLS<br>Reading<br>Writing<br>Arithmetic/Mathematics<br><br>Listening<br>Speaking<br><br>THINKING SKILLS<br>Creative thinking<br>Decision making<br>Problem solving<br>Seeing things in the Mind's Eye<br>Reasoning<br><br>PERSONAL QUALITIES<br>Responsibility<br>Self-esteem<br>Sociability<br>Self-management<br>Integrity/Honesty | Communication<br><br>Uses Numbers and Data<br><br>Problem Solving<br><br>Teamwork | Understands relationship between education/career planning<br><br>Skills to interact positively with others<br><br>Applies decision-making skills in personal career goals<br><br>Prepares to seek, obtain, and possibly change jobs<br><br>Skills for positively interacting with others<br><br>Explores importance of positive self concept<br><br>Impact of growth and change on life plans and decisions |

CONCLUSION: The workforce of tomorrow requires that schools teach a variety of skills which go beyond the basic reading, writing and arithmetic. Students must now be prepared to cooperate in problem solving, effective communicators, and use technologies to access information.

# NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

The purpose of a counseling program in a school setting is to promote and enhance the learning process. The goal of the program is to enable all students to achieve success in school and to develop into contributing members of our society. North Carolina has endorsed the **National Standards for School Counseling Programs** in order to provide all of the necessary elements essential for helping students achieve success in school. These standards provide a programmatic approach and help counselors to:

***Continuously assess their students' needs;***

---

***Identify the barriers and obstacles that may be hindering student success; and***

---

***Advocate for programmatic efforts to eliminate these barriers.***

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School counselors face the challenge of preparing students to meet the expectations of higher academic standards and to become productive and contributing members of society. The American School Counselor Association (ASCA) has developed the national standards to better define the role of school counseling programs in the American educational system. The National Standards for School Counseling Programs include the essential elements of a quality and effective school counseling program.

The standards address program content and identify the knowledge, attitudes, and skills competencies that all students will develop as a result of participating in a school counseling program. The benefits of using the National Standards for School Counseling Programs as the content framework for school counseling programs are many. They establish similar goals, expectations, support systems and experiences for all students. They define clearly the role of school counseling, and as a result of being adopted by the State Department of Public

Instruction, bring consistency from school to school. In doing so, the standards provide equitable access to a school counseling program for all students provided by a credentialed school counselor.

The National Standards for School Counseling Programs facilitate student development in three broad areas: Academic Development, Career Development and Personal/Social Development. The standards provide the framework for North Carolina, school systems and individual schools to develop effective school counseling programs. There are three standards each for academic development, career development, and personal/social development. These nine standards are followed by a list of student learning outcomes. These define the specific knowledge, attitudes and skills which students should obtain or demonstrate as a result of participating in a school counseling program. These competencies form a foundation which can be used as a basis to develop measurable outcomes of student performance.

# SCHOOL COUNSELING NATIONAL STANDARDS

## **Academic Development**

The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning.

Academic development includes:

- Acquiring skills, attitudes, and knowledge to learn effectively;
- 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.

## **Career Development**

Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work. Career development includes:

- strategies to achieve future career success and job satisfaction;
- fostering an understanding of the relationship between personal qualities, education and training, and the world of work; and
- the development of career goals by all students as a result of career awareness and experiential activities.

## **Personal/Social Development**

Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth which contributes to academic and career success. Personal/social development includes:

- the acquisition of skills, attitudes, and knowledge which helps students to respect self and others;
- the use of effective interpersonal skills;
- the employment of safety and survival skills;
- understanding the obligation to be a contributing member of our society; and
- the ability to negotiate successfully and safely in the increasingly complex and diverse world of the 21st century.

The North Carolina Accountability Act of 1994 (ABCs Plus), The Secretary's Commission on Achieving Necessary Skills (SCANS), the National Career Development Guidelines provide standards and competencies for integration with the National School Counseling Standards. Clearly, a major focus of all counselors, teachers, parents and entire communities must include joining together to integrate these nine (9) standards within the context of the state and local initiatives and into every teacher's curriculum. Students need all the adults in their lives helping them, particularly at key transition stages. These efforts will help create a system where all students graduate with a diploma, a plan and the requisite personal development skills to help them reach their goals.

# RATIONALE FOR A GUIDANCE CURRICULUM IN THE SCHOOL COUNSELING PROGRAM

***Student Success = Academic Development + Career Development  
+ Personal/Social Development***

**E**ducational reform always impacts counselor programs. Accountability is an issue for all programs today. Yesterday's guidance program was defined by services and responses to crises and/or special populations. Today the emphasis is toward a planned, comprehensive, competency-based program that is accountable in terms of program implementation and student success.

School Counseling is an educational program in and of itself. It is a specialized curriculum that leads

students to effectively take charge of their lives and to plan for their futures.

The Guidance Curriculum for the school counseling program delivered to students is developmental and sequential, reinforcing content at each grade K-12. This curriculum should be integrated across the curriculum and delivered primarily by teachers and supported by parent and community efforts. Local schools will want to enhance each lesson with unique parent and community involvement components.

# GUIDING ASSUMPTIONS OF SCHOOL COUNSELING PROGRAMS

***A comprehensive counseling program serves all students, is written and contains a statement of philosophy, and is a definition of the program.***

***Teachers, counselors, parents, and community leaders work together to meet student development needs.***

***An advisory committee provides support, offers advice, and reviews guidance activities.***

***The National Standards for School Counseling Programs form the basis for the school counseling comprehensive plan.***

***The School Counseling program is articulated throughout the grade levels.***

***Individual and group counseling opportunities are provided.***

***Appropriate counseling, consulting and referral activities are provided.***

***School Counseling resources and facilities are appropriate and adequately maintained.***

***Students have access to current information, including adequate technology resources.***

***Data from systematic follow-up with students, parents, and employers results in continuous program improvement.***

***Adequate provisions for staff development are provided.***

# SCHOOL COUNSELOR ROLES AND FUNCTIONS

Counselors coordinate a school-wide program for all students in the school by organizing around six role functions and four primary program components. Counselors have expertise in all of these areas, but it is the **counseling function (Responsive Services Component)** for which the counselor has received special training and licensure. All other parts of a school guidance program require ownership and collaboration among the entire school staff. The student centered program provides developmentally appropriate instruction and assistance at each grade as well as individual and group counseling opportunities for students. Counselors provide leadership to help teachers integrate the standards across the curriculum.

The counselor role functions and four program components together address the normal developmental needs of students. The School Guidance program is measurable in terms of its benefit to students.

## ***School Counselor Roles/Functions***

### ***Program Planning***

When planning a school counseling program, counselors conduct needs assessment of their particular school's strengths and weaknesses. An important part of continual program planning is the collection of data that illustrate which services are effective and which program areas need to be changed.

### ***Counseling (groups and individual)***

School counselors provide a confidential helping relationship to help students with educational, personal, social or career concerns. Groups of students who have similar concerns come together to share, listen, and resolve concerns.

### ***Consulting***

Counselors consult with parents, teachers and others to determine the most appropriate ways to help students. School counselors often refer students to public and private agencies and practitioners outside the school who can meet their needs on a long-term basis.

### ***Coordinating***

Counselors assist with school wide programs that help schools in their educational mission. These programs include school-wide efforts that reach a specific group of students.

### ***Student Appraisal and Assessment***

Counselors use strategies to assist in this area such as: helping students plan their educational program, interpreting test data with teachers to make appropriate decisions about academic placement, and sharing occupational information with students.

### ***Professional Development***

Counselors must stay current in their profession through counselor development workshops, conferences and through web-based site support. Increasingly counselors must know about and use technology based programs and software that help students access and use information pertinent to their exploration and development.

## *Role of School Personnel and Community in a*

# COMPREHENSIVE SCHOOL GUIDANCE AND COUNSELING PROGRAM

|                                                                              |                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Director of School Counselors</b>                                         | Works with administration and supervisory staff to plan and develop the K-12 school counseling program. Coordinates the school counseling program and the resources provided by teachers, parents, and others. Promotes a comprehensive, developmental delivery system.                                                         |
| <b>Principals</b>                                                            | Advocate for and encourage staff members to upgrade skills and knowledge for implementing the school counseling program. Encourage counselors to assume a leadership role in coordinating the program. Monitor program effectiveness for the competencies and objectives identified in the School Counseling Program Standards. |
| <b>School Board Members</b>                                                  | Support policies for delivering the comprehensive counseling program as an integral part of the total educational program for all students.                                                                                                                                                                                     |
| <b>Teachers</b>                                                              | Recognize the value of the school counseling curriculum. Use subject areas to integrate the Academic, Career Development, and Personal/Social Development competencies. Work as a team member to establish benchmarks for the counseling curriculum competencies.                                                               |
| <b>Students</b>                                                              | Provide student perspective on the curriculum, resources and needs.                                                                                                                                                                                                                                                             |
| <b>Business and Industry Partners</b>                                        | Serve as partners with the schools to provide experiences for students related to the competencies. Provide feedback to the school system about workplace skills. Serve on advisory committees.                                                                                                                                 |
| <b>Parents</b>                                                               | Participate on the advisory committee for school counseling programs. Provides support for the school counseling program standards. Reinforce the school counseling standards with their children.                                                                                                                              |
| <b>Psychologist<br/>Career Development<br/>Coordinator<br/>Social Worker</b> | Assist in planning and implementing the Comprehensive School Guidance Curriculum.                                                                                                                                                                                                                                               |
| <b>Community Service<br/>Agencies</b>                                        | Participate on advisory committees. Provide community support for the standards.                                                                                                                                                                                                                                                |

# SCHOOL COUNSELING PROGRAM COMPONENTS

## ***Curriculum:***

Group or classroom activities through which the National Standards for School Counseling Competencies related to academic, career development, and personal/social development are delivered or taught. Teachers and counselors collaborate to integrate activities from the Comprehensive School Guidance and Counseling Curriculum into classroom lessons and into school-wide programs.

## ***Individual Planning:***

School counselors meet individually with students to analyze how their interests, abilities, and achievements interface with educational planning, academic achievement and career information. Students may individually access information through a variety of computer information systems, or gain information about themselves through interest and/or learning styles inventories. Appropriate educational decisions are encouraged to assure that the student gains the skills and preparation to pursue his/her goals.

## ***Responsive Services:***

This is the counseling component for which school counselors receive master's level preparation and training. It includes confidential individual and small group counseling. Consultation with teachers, parents and agencies who can assist students and families is included in this role.

## ***System Support:***

This includes program coordination and outreach activities to promote partnerships within the community that support the development of students. Examples are school/business partnerships, advisory groups, agencies and parent organizations. Program development, research and evaluation of program outcomes should be shared with various groups since it can demonstrate the impact of the counseling program on student outcomes. Counselors, as part of a team, appropriately **assist** in the school testing program.