

Comprehensive School Guidance and Counselling Programs and Services

Guidelines for Practice

A Program Development
and Validation Checklist

1997

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This document is intended for:

Counsellors	✓
Teachers	✓
Administrators	✓
School Boards	✓
School Councils	✓
Universities — Faculties of Education	✓

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Preamble

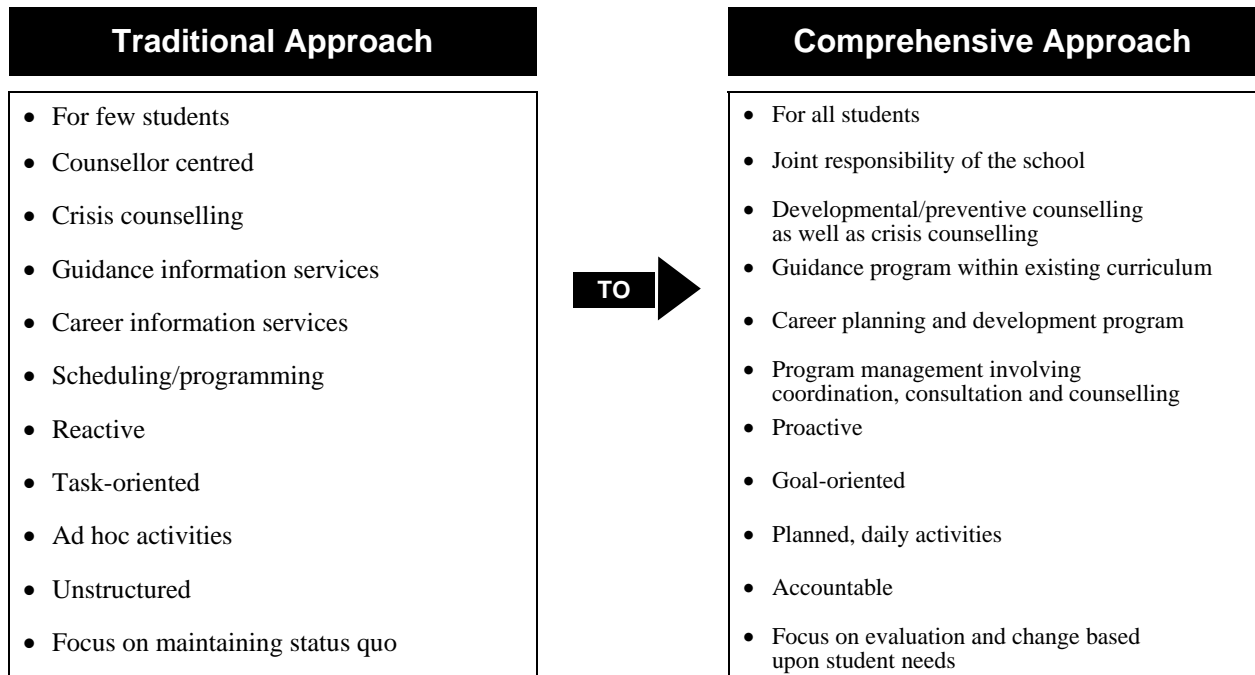
Background

Alberta Education has developed guidelines for practice in cooperation with guidance and counselling specialists throughout the province. Guidelines are defined as statements providing direction for the establishment of quality guidance and counselling programs based on local needs. These guidelines for practice are designed to improve the quality of education, through access to excellent, comprehensive school guidance and counselling programs, so that young people can lead fulfilling and productive lives. Guidelines help schools improve and enhance programs and indicate Alberta Education’s expectations for comprehensive guidance and counselling programs. They provide a basis of information for monitoring and/or inspecting programs at both district and professional levels.

The comprehensive school guidance and counselling program addresses the developmental needs of all students in three domains: career planning and development, personal/social issues and educational planning. The four components of the comprehensive approach are:

- developmental guidance instruction
- individual student planning
- responsive services
- school/community support.

Details are provided in Appendix A, page 31. The comprehensive approach is “developmental,” and entails a paradigm shift from the traditional approach, as illustrated in the chart below.* The emphasis is on structure, prevention and systematic accountability.



*Adapted from the Oklahoma State Department of Education (1988).

Over the past decade, significant changes have occurred in schools. These changes tend to mirror the issues and concerns that face society in general. Clearly, these changes have presented all educators, including school counsellors, with many challenging issues to address and opportunities to find imaginative solutions.

During this same time period, the delivery of school guidance and counselling services has begun to move from a therapeutic, position-focused model that delivers services to specific populations, to a comprehensive model that delivers programs and services to all students in a school. This shift involves the reformation of guidance and counselling programs. Guidance and counselling are no longer ancillary, crisis-oriented services that mix school management tasks with student development tasks. Instead, they are part of a comprehensive developmental program that focuses on the educational, personal, social, and career growth and development of students. Many Alberta schools have already begun to re-engineer their guidance and counselling programs. They are using imagination and ingenuity to address the needs of students, today and in the future.

There are a number of different models of delivering guidance and counselling programs and services to students. Students, parents, teachers, school counsellors, principals and administrative teams and school councils each have various roles to play in determining, developing and implementing the guidance and counselling program. The delivery of a comprehensive school guidance and counselling program involves these components: professional school counselling service, the teacher as student advocate and school-interagency collaboration. Various staff; e.g., teachers of health, Career and Life Management (CALM), Career and Technology Studies (CTS), and work experience, can be deployed to deliver a comprehensive program.

The comprehensive school guidance and counselling program helps students answer these questions: “Who am I? Who can I become as a person? How can I best contribute to society?” The program has a major role in helping all students develop adequate and realistic concepts of themselves, awareness of educational and career opportunities, and understanding of themselves and the opportunities in order to make informed decisions.

The guidelines presented in this document are consistent with the Alberta Teachers’ Association (ATA) *Code of Conduct* (1995) and the ATA Guidance Councils’ *Guidelines for Ethical Behaviour* (1985). These guidelines also include the emphasis of Alberta Education on career development. This area is reflected in the government policy paper *Framework for Enhancing Business Involvement in Education* (May 1996) and was an important component of Alberta Education’s *Meeting the Challenge IV: Detailed Three-Year Plan for Education in Alberta* (1997/1998–1999/2000), specifically Goal 1: “Education is focused on what students need to learn and students achieve high standards” and Goal 2: “Parents and the community have the opportunity to be involved in the governance and delivery of a restructured education system.” Departmental strategies to achieve these goals include working collaboratively with Advanced Education and Technology to provide information to learners/students, parents and others on career development, the labour market, learning opportunities and the workplace. The implementation of these guidelines will build a strong bridge for guidance counselling to the 21st century.

A survey was conducted in January 1996 to determine the current status and future potential of school guidance and counselling programs. From a sample of Alberta schools, over 60 per cent reported the services of a counsellor, particularly at the secondary level. Other ways of enhancing the program were also reported, such as the use of a teacher advisory system and family school liaison workers. Table 3 and Table 4, found in Appendix B, page 35, present some information obtained in this survey.

Purpose of Guidelines

The purpose of this document is to provide guidelines for the implementation of comprehensive school guidance and counselling programs and services. Specifically, the guidelines will help students receive better services and programs in guidance and counselling, including career education. The guidelines will be useful to:

- the school principal, counsellor and other members of the school guidance and counselling team
- central office (services) personnel to monitor the development of guidance and counselling programs, and to evaluate the comprehensive school guidance and counselling programs in their jurisdiction schools
- Alberta Education as a basis of information to monitor/inspect schools in Alberta.

Alberta Education Guidelines for Practice

To define a level of adequacy for comprehensive school guidance and counselling programs, Alberta Education has developed 16 guidelines, which address all components of the program. The 16 guidelines are organized into four categories.

- | | |
|---|---|
| I. Philosophy and Goals | ⇒ Guidelines 1.0 – 2.0 address the basis for school guidance and counselling programs in Alberta and the extent to which goals and objectives are developed. |
| II. Program Development, Implementation, Coordination and Evaluation | ⇒ Guidelines 3.0 – 9.0 address the scope and operation of the overall comprehensive school guidance and counselling program. |
| III. Delivery of Services | ⇒ Guidelines 10.0 – 13.0 address counselling, consulting, assessment, referrals and information/placement. |
| IV. Professional Development and Staff Effectiveness | ⇒ Guidelines 14.0 – 16.0 address the professional development and qualifications/competencies of the school counsellor and other team members. |

Directions for Using the Checklist

Each of the 16 guidelines in this document includes criteria for determining to what extent the guideline has been met. The guidelines are presented in bold type.

1. The series of criteria statements following each guideline will help you determine an appropriate rating for your program. You may respond “yes” or “no” to each criteria statement, or leave it blank. Examples of documentation (evidence) in the right-hand column provide evidence that the guideline has been met. You may want to add some of your own documentation (evidence).
2. Based on the ratings for the criteria statements, the rating scale for each guideline is:

I = Implemented	When responses to all criteria statements are “Yes.”
W = Working Toward	When some responses to criteria statements are “Yes,” and some are “No.”
O = Not Started	When responses to all criteria statements are “No.”
3. Plot your results on the Summary — Profile of Guidelines (page 24). Compile Overall Comments/Notes (page 25), and complete the Planning for the Future section (page 26).

Sample

The sample below was completed by a superintendent from a school jurisdiction serving 6 751 students and 23 schools. It is presented only to illustrate the use of the rating scale.

I. Philosophy and Goals

RATING SCALE	G U I D E L I N E
I	1.0 The school guidance and counselling program has a written statement of philosophy. This statement is consistent with the educational philosophy of the school, the school board and Alberta Education.

		Criteria Statements	Evidence
Yes	No		Check <input checked="" type="checkbox"/>
		The program philosophy:	The written statement of philosophy is reflected in:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.1 stresses that guidance and counselling is for all students	<input checked="" type="checkbox"/> local school jurisdiction policy or handbook
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.2 stresses that guidance is an integral part of the total education program, involving the entire staff	<input checked="" type="checkbox"/> school manual
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.3 emphasizes that the scope of the guidance and counselling program involves four components: <ul style="list-style-type: none"> • developmental guidance instruction • school/community support • responsive services • individual student planning 	<input checked="" type="checkbox"/> local school student handbook/agenda
			The statement is consistent with:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.4 defines guidance as a systematic program focusing on the developmental needs of students	<input checked="" type="checkbox"/> the <i>Guide to Education, ECS to Grade 12</i>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.5 incorporates the belief that each individual is unique	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.6 indicates that students have certain responsibilities and rights { <i>School Act</i> , sections 3 (1); 4; 5 (1) (2); 7; 8 (1) (2) (3)}	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.7 incorporates the advice of the school council.	



Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

RATING SCALE	G U I D E L I N E
W	6.0 The school principal provides time, resources and support to ensure that the objectives of the comprehensive school guidance and counselling program are achieved.

Yes	No	Criteria Statements	Evidence
		The school principal:	Check <input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6.1 has the overall responsibility for the comprehensive school-based program	<input checked="" type="checkbox"/> budget information
<input type="checkbox"/>	<input checked="" type="checkbox"/>	6.2 assists in communicating about the program to the school council and community members	<input checked="" type="checkbox"/> counsellor's schedule/calendar
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6.3 provides funds for guidance and counselling materials	<input checked="" type="checkbox"/> purchase orders
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6.4 provides facilities for program implementation; e.g., office and classrooms	<input checked="" type="checkbox"/> verbal reports
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6.5 allocates secretarial and support staff to assist the counsellor(s) with specific non-guidance tasks	<input checked="" type="checkbox"/> list of support staff
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6.6 encourages staff to use the counsellor(s) as a resource person.	<input checked="" type="checkbox"/> school newsletters
			<input checked="" type="checkbox"/> school handbook
			<input checked="" type="checkbox"/> list of available resources
			<input checked="" type="checkbox"/> registration booklets

RATING SCALE	G U I D E L I N E
O	8.0 There is an ongoing communication component that keeps students, parents, staff and community members informed about the program and supportive of it.

Yes	No	Criteria Statements	Evidence
		Guidance and counselling staff conduct communication/marketing activities:	Check <input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	8.1 within the school	<input type="checkbox"/> newspaper articles
<input type="checkbox"/>	<input checked="" type="checkbox"/>	8.2 in the community.	<input type="checkbox"/> list of school council/community activities
			<input type="checkbox"/> school newsletter
			<input type="checkbox"/> counsellor's schedule or calendar
			<input type="checkbox"/> minutes from school council meetings
			<input type="checkbox"/>

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started



I. Philosophy and Goals

RATING SCALE	G U I D E L I N E
	1.0 The school guidance and counselling program has a written statement of philosophy. This statement is consistent with the educational philosophy of the school, the school board and Alberta Education.

RATING SCALE	G U I D E L I N E
Yes	No
	Criteria Statements
	Evidence
	Check <input checked="" type="checkbox"/>
	The program philosophy:
_____	_____
	1.1 stresses that guidance and counselling is for all students
_____	_____
	1.2 stresses that guidance is an integral part of the total education program, involving the entire staff
_____	_____
	1.3 emphasizes that the scope of the guidance and counselling program involves four components: <ul style="list-style-type: none"> • developmental guidance instruction • school/community support • responsive services • individual student planning
_____	_____
	1.4 defines guidance as a systematic program focusing on the developmental needs of students
_____	_____
	1.5 incorporates the belief that each individual is unique
_____	_____
	1.6 indicates that students have certain responsibilities and rights { <i>School Act</i> , sections 3 (1); 4; 5 (1) (2); 7; 8 (1) (2) (3)}
_____	_____
	1.7 incorporates the advice of the school council.



Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

RATING SCALE	G U I D E L I N E
	<p>2.0 Comprehensive school guidance and counselling program goals and objectives are based on identified student needs in three domains: personal/social growth, educational planning and career education, and these are stated in a written Counselling Program Plan (CPP).</p>

Yes	No	Criteria Statements	Evidence
		The CPP addresses the following domains:	Check <input checked="" type="checkbox"/>
_____	_____	2.1 personal/social growth	<input type="checkbox"/> local school jurisdiction policy or handbook
_____	_____	2.2 educational planning	<input type="checkbox"/> school manual
_____	_____	2.3 career education (awareness, exploration and decision making).	<input type="checkbox"/> Counselling Program Plan (CPP)
			<input type="checkbox"/> minutes of staff meetings and school council meetings that relate to the school guidance and counselling program
			<input type="checkbox"/>

Comments/Notes: _____

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II. Program Development, Implementation, Coordination and Evaluation

RATING SCALE	G U I D E L I N E
	3.0 There is a school team involved with the <u>D</u>evelopment, <u>I</u>mplementation, <u>C</u>oordination and <u>E</u>valuation of the comprehensive school guidance and counselling program.

Criteria Statements

Indicate with a Yes or No the appropriate function or involvement of each team member in the box below.

Evidence

Check

School team involvement is reflected in:

<u>D</u>	<u>I</u>	<u>C</u>	<u>E</u>	3.1 counsellor(s)	<input type="checkbox"/> needs assessment data (formal and/or informal)
—	—	—	—	3.2 school administrators	<input type="checkbox"/> minutes from staff meetings, team meetings or school council
—	—	—	—	3.3 central office administrators	<input type="checkbox"/> verbal reports
—	—	—	—	3.4 teachers	<input type="checkbox"/> anecdotal information
—	—	—	—	3.5 paraprofessionals; e.g., teacher assistants, family school liaison workers	<input type="checkbox"/> audit sheet
—	—	—	—	3.6 clerical support staff	<input type="checkbox"/> roles and responsibilities of team members (job descriptions)
—	—	—	—	3.7 students	<input type="checkbox"/>
—	—	—	—	3.8 parents	
—	—	—	—	3.9 others: _____	
Comments/Notes: _____					



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RATING SCALE	G U I D E L I N E
	4.0 The comprehensive school guidance program has been organized to meet the needs of students.

Yes	No	Criteria Statements	Evidence
		The program:	Check <input checked="" type="checkbox"/>
			The needs of students are reflected in:
_____	_____	4.1 utilizes student needs assessments to determine program focus and content	<input type="checkbox"/> counsellor's schedule and/or calendar
_____	_____	4.2 fosters the sequential development and application of skills in the areas of personal/social, educational planning and career education	<input type="checkbox"/> students-to-counsellor ratio <input type="checkbox"/> student counselling log (record book)
_____	_____	4.3 meets individual student needs through a variety of programs and services	<input type="checkbox"/> developmental proactive guidance programs; e.g., peer support, conflict management, Lions Quest, etc.
_____	_____	4.4 allows sufficient and appropriate individual counselling time for all students (including those who are gifted and talented, those with mild/moderate disabilities and those with severe disabilities).	<input type="checkbox"/> results of needs assessment <input type="checkbox"/> results of satisfaction surveys (parents, staff, students) <input type="checkbox"/> verbal reports/anecdotal information <input type="checkbox"/> results of counsellor time survey <input type="checkbox"/> staff timetables that show involvement with teaching/consultation of the health curricula <input type="checkbox"/> orientation activities <input type="checkbox"/>

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RATING SCALE	G U I D E L I N E
	5.0 Where a school is using the model with a guidance counsellor, the ratio of students-to-counsellor is reasonable in order for the professional school counsellor to provide a central role in the development, implementation, coordination and evaluation of the comprehensive school guidance and counselling program.

Yes	No	Criteria Statements	Evidence
		The ratio of students-to-counsellor is reasonable to ensure that:	Check <input checked="" type="checkbox"/>
_____	_____	5.1 access to guidance and counselling programs and services is meeting the developmental needs of all students	<input type="checkbox"/> results of satisfaction surveys regarding guidance and counselling services (students, staff, parents, community agencies)
_____	_____	5.2 access to guidance and counselling programs and services is meeting the unique needs of some students	<input type="checkbox"/> results of student interviews/focus groups
_____	_____	5.3 school staff and parents have access to information in order to facilitate the growth and development of all students	<input type="checkbox"/> incidence of students with high and/or special needs
_____	_____	5.4 the incidence of students with high and/or special needs served is considered.	<input type="checkbox"/> verbal/anecdotal reports <input type="checkbox"/>



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RATING SCALE	G U I D E L I N E
	6.0 The school principal provides time, resources and support to ensure that the objectives of the comprehensive school guidance and counselling program are achieved.

Yes	No	Criteria Statements	Evidence
		The school principal:	Check <input checked="" type="checkbox"/>
			The commitment of time, resources and support is reflected in:
_____	_____	6.1 has the overall responsibility for the comprehensive school-based program	<input type="checkbox"/> budget information
_____	_____	6.2 assists in communicating about the program to the school council and community members	<input type="checkbox"/> counsellor's schedule/ calendar
_____	_____	6.3 provides funds for guidance and counselling materials	<input type="checkbox"/> purchase orders
_____	_____	6.4 provides facilities for program implementation; e.g., office and classrooms	<input type="checkbox"/> verbal reports
_____	_____	6.5 allocates secretarial and support staff to assist the counsellor(s) with specific non-guidance tasks	<input type="checkbox"/> list of support staff
_____	_____	6.6 encourages staff to use the counsellor(s) as a resource person.	<input type="checkbox"/> school newsletters
			<input type="checkbox"/> school handbook
			<input type="checkbox"/> list of available resources
			<input type="checkbox"/> registration booklets
			<input type="checkbox"/>

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RATING SCALE	G U I D E L I N E
	7.0 The program incorporates career awareness, exploration and investigation activities.

Yes	No	Criteria Statements	Evidence
			Check <input checked="" type="checkbox"/>
		The career program:	Career awareness is reflected in:
_____	_____	7.1 provides adequate and current information to students, parents, teachers and administrators	<input type="checkbox"/> verbal reports
_____	_____	7.2 provides information and time to assist in the career education of students at all grade levels	<input type="checkbox"/> anecdotal information
_____	_____	7.3 facilitates students' planning for career development and/or post-secondary education/job entry.	<input type="checkbox"/> career skills portfolios
			<input type="checkbox"/> career library
			<input type="checkbox"/> student/parent scholarship booklet
			<input type="checkbox"/> liaison with post-secondary institutions
			<input type="checkbox"/> results of surveys regarding career activities (students, parents, staff, community agencies)
			<input type="checkbox"/> technological support; e.g., career computer programs
			<input type="checkbox"/> career events/activities/fairs
			<input type="checkbox"/> job shadowing
			<input type="checkbox"/>



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RATING SCALE	G U I D E L I N E
	8.0 There is an ongoing communication component that keeps students, parents, staff and community members informed about the program and supportive of it.

Yes	No	Criteria Statements	Evidence
			Check <input checked="" type="checkbox"/>
		Guidance and counselling staff conduct communication/marketing activities:	Communication is reflected in:
_____	_____	8.1 within the school	<input type="checkbox"/> newspaper articles
_____	_____	8.2 in the community.	<input type="checkbox"/> list of school council/community activities
			<input type="checkbox"/> school newsletter
			<input type="checkbox"/> counsellor's schedule or calendar
			<input type="checkbox"/> minutes from school council meetings
			<input type="checkbox"/>

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III. Delivery of Services

RATING SCALE	G U I D E L I N E
	10.0 The program provides for individual counselling services to be available to all students.

		Criteria Statements	Evidence
Yes	No		Check <input checked="" type="checkbox"/>
		The individual counselling services are available:	The provision of individual counselling services is reflected in:
_____	_____	10.1 in several ways, including personal requests and referrals from teachers, parents, administrators and community agencies	<input type="checkbox"/> student counselling records
_____	_____	10.2 on a continuing basis, as required	<input type="checkbox"/> counsellor's schedule or calendar
_____	_____	10.3 during the school day.	<input type="checkbox"/> results of student surveys/interviews/focus groups
			<input type="checkbox"/> verbal reports
			<input type="checkbox"/> counsellor's log of student contacts
			<input type="checkbox"/>

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RATING SCALE	G U I D E L I N E
	11.0 The program includes consultation and coordination services.

Yes	No	Criteria Statements	Evidence
			Check <input checked="" type="checkbox"/>
		The consultation and coordination services:	Program consultation and coordination are reflected in:
_____	_____	11.1 help teachers, administrators and parents to meet the needs of students	<input type="checkbox"/> consultation and coordination records
_____	_____	11.2 emphasize interpretation of the program to students, school staff, parents and community members	<input type="checkbox"/> results of school staff surveys and/or interviews
_____	_____	11.3 facilitate student referrals to appropriate resources within the school district and/or to outside agencies	<input type="checkbox"/> verbal reports by teachers
_____	_____	11.4 help parents work with their children on personal/social, educational and career issues.	<input type="checkbox"/> samples of handouts or materials used in consultation activities
			<input type="checkbox"/> copies of IPPs
			<input type="checkbox"/>



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RATING SCALE	G U I D E L I N E
	12.0 The program incorporates student assessment and evaluation services.

Yes	No	Criteria Statements	Evidence Check <input checked="" type="checkbox"/>
		These student assessment and evaluation services:	Assessment and evaluation are reflected in:
_____	_____	12.1 adhere to Alberta Education’s <i>Standards for Psycho-educational Assessment</i> (see Appendix C, page 37)	<input type="checkbox"/> copy of guidance testing program
_____	_____	12.2 emphasize interpretation of assessment information	<input type="checkbox"/> anecdotal information
_____	_____	12.3 emphasize a linkage between assessment information and program planning	<input type="checkbox"/> verbal reports
_____	_____	12.4 produce information about students that facilitates educational planning and/or career exploration/decision making	<input type="checkbox"/> local school jurisdiction policy or handbook
_____	_____	12.5 provide assessment information to parents, teachers and students (as appropriate) in a timely manner.	<input type="checkbox"/> minutes from team meetings
			<input type="checkbox"/> copies of IPPs
			<input type="checkbox"/>

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RATING SCALE	G U I D E L I N E
	13.0 The guidance and counselling staff member(s) and teachers make appropriate referrals.

Yes	No	Criteria Statements	Evidence
			Check <input checked="" type="checkbox"/>
		The referrals are:	Referrals are reflected in:
_____	_____	13.1 to professional support personnel on site	<input type="checkbox"/> minutes of team meetings
_____	_____	13.2 within the school district	<input type="checkbox"/> referral forms and reports
_____	_____	13.3 to community agencies.	<input type="checkbox"/> anecdotal notes
			<input type="checkbox"/>



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IV. Professional Development and Staff Effectiveness

RATING SCALE	G U I D E L I N E
	14.0 Procedures are established for the evaluation of the guidance and counselling staff.

Yes	No	Criteria Statements	Evidence
		These procedures include:	Check <input checked="" type="checkbox"/>
_____	_____	14.1 self-evaluation at regular intervals	<input type="checkbox"/> copies of individual counsellor evaluations
_____	_____	14.2 evaluation by persons who are knowledgeable about comprehensive school guidance and counselling programs (including parents and students) using approved evaluation instruments	<input type="checkbox"/> copies of counsellor evaluation instruments
_____	_____	14.3 evaluation by the school principal who is knowledgeable about the components of a comprehensive school guidance and counselling program.	<input type="checkbox"/> local school jurisdiction policy or handbook
			<input type="checkbox"/>

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started



RATING SCALE	G U I D E L I N E
	15.0 The guidance and counselling staff member participates in ongoing professional development experiences that meet his or her specific needs.

Yes	No	Criteria Statements	Evidence
		These professional development experiences include:	Check <input checked="" type="checkbox"/>
_____	_____	15.1 individual activities, such as workshop or conference attendance	<input type="checkbox"/> Participation in professional development experiences is reflected in:
_____	_____	15.2 professional reading and involvement with others (networking).	<input type="checkbox"/> copy of local school jurisdiction or school inservice schedule/ professional development program
			<input type="checkbox"/> summary of counsellor's inservice program and/or agenda(s)
			<input type="checkbox"/> counsellor's schedule or calendar
			<input type="checkbox"/> anecdotal information
			<input type="checkbox"/> verbal reports
			<input type="checkbox"/> school-based staff development plan
			<input type="checkbox"/> counsellor's personal three-year professional development plan
			<input type="checkbox"/>

Comments/Notes: _____

RATING SCALE Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started

RATING SCALE	G U I D E L I N E
	16.0 The school counsellor is a certified professional educator who demonstrates specific knowledge, skills and professional attitudes.

Yes	No	Criteria Statements	Evidence
			Check <input checked="" type="checkbox"/>
		When counsellors are selected or appointed:	Professionalism is ensured by:
_____	_____	16.1 the staffing guidelines for competencies established by Alberta Education are followed (see Table 2, page 23)	<input type="checkbox"/> verbal reports
_____	_____	16.2 the needs of the student population, strengths and weaknesses of the staff and the nature of the community are considered	<input type="checkbox"/> anecdotal information
_____	_____	16.3 and if psycho-educational assessment is part of the job in the school, the standards of competence (levels of tests and qualifications) established by Alberta Education are followed (Appendix C, page 37)	<input type="checkbox"/> consultation with central office staff regarding screening procedures
_____	_____	16.4 the counsellor has the professional competencies to provide planned professional development activities for school staff.	<input type="checkbox"/> copies of counsellor competencies used by the jurisdictions
			<input type="checkbox"/> information about the process of screening, interviewing and selecting (provided by central office staff)
			<input type="checkbox"/> Alberta Education's <i>Standards for Psycho-educational Assessment</i> (1994)
			<input type="checkbox"/>

Key for Rating Scale: **I** = Implemented, **W** = Working Toward, **O** = Not Started



Table 1

Staffing for Program Implementation at the Jurisdiction Level — Recommended by Alberta Education

Under the direction of the board of trustees and the school superintendent, a central office individual should be designated to:

- provide leadership to ensure the school authority complies with government policy and guidelines for practice
- monitor and evaluate the quality of programs in each school.

PROGRAM MANAGEMENT

Competencies for Individual at the Jurisdiction Level

- Certificated teacher
- Specialized knowledge in the following areas:
 - ⇒ Comprehensive guidance and counselling programs
 - ⇒ Guidelines for practice for comprehensive guidance and counselling programs
 - ⇒ Assessment strategies and procedures
 - ⇒ Alberta Education's policies on funding, standards and program evaluation
 - ⇒ Professional development of staff
 - ⇒ Career education regarding resources and services
 - ⇒ Special education: diagnosis and program placement
 - ⇒ Monitoring and evaluation processes.

**Table 2
Staffing for Program Implementation at the School Level —
Recommended by Alberta Education**

Comprehensive guidance and counselling consists of four main components: developmental guidance instruction, school/community support, responsive services and individual student planning. The principal is responsible for the implementation of a comprehensive program in the school in accordance with school board policy. The counsellor develops, coordinates and directs the program in consultation with the school team. **Various staff can be deployed to deliver a comprehensive approach.** Competencies are outlined for each component.

S c o p e o f t h e P r o g r a m

Competencies of the School Counsellor

**Developmental
Guidance Instruction**

**School/Community
Support**

**Responsive
Services**

**Individual Student
Planning**

It is expected that the school counsellor will provide programs and services in all four components of the comprehensive program.

- Certificated teacher
- Sensitivity to and familiarity with student needs
- Two years of successful teaching experience
- Ability to coordinate with community agencies

Note: The competencies of the school counsellor are generally found in an individual with either a one-year graduate diploma in school counselling from a recognized university or a recognized Master's degree with a major in school guidance and counselling or educational psychology, including school counselling theories/approaches, ethics, group facilitation, career development and basic assessment (individual and group). The Master's degree should include a supervised practicum experience.

**Competencies of Other Potential Members of the Guidance and Counselling Team Under the
Coordination and Direction of the School Counsellor**

**Developmental
Guidance Instruction**

**School/Community
Support**

**Responsive
Services**

**Individual Student
Planning**

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Certificated teacher • Successful teaching experience • Student advocate • Sensitivity to and familiarity with student needs • Informal training (inservices) on guidance and counselling strategies | <p>(As determined by the context)</p> <ul style="list-style-type: none"> • Social work/child and youth services diploma/degree, with special knowledge in the following areas: <ul style="list-style-type: none"> a) crisis intervention strategies b) knowledge of community agencies c) referral procedures d) knowledge of community vocational/employment support • Ability to work collaboratively with students, parents, school and community agency personnel and/or • School psychological services <ul style="list-style-type: none"> a) assessment and consultation b) placement of students with high needs <p>(see qualifications in Appendix C, Level C, page 37)</p> | <ul style="list-style-type: none"> • Certificated teacher • Successful teaching experience • Sensitivity to and familiarity with student needs • Knowledge of career trends and student programs |
|--|--|--|

Resources Available to the School Counsellor to Deliver the Program

**Developmental
Guidance Instruction**

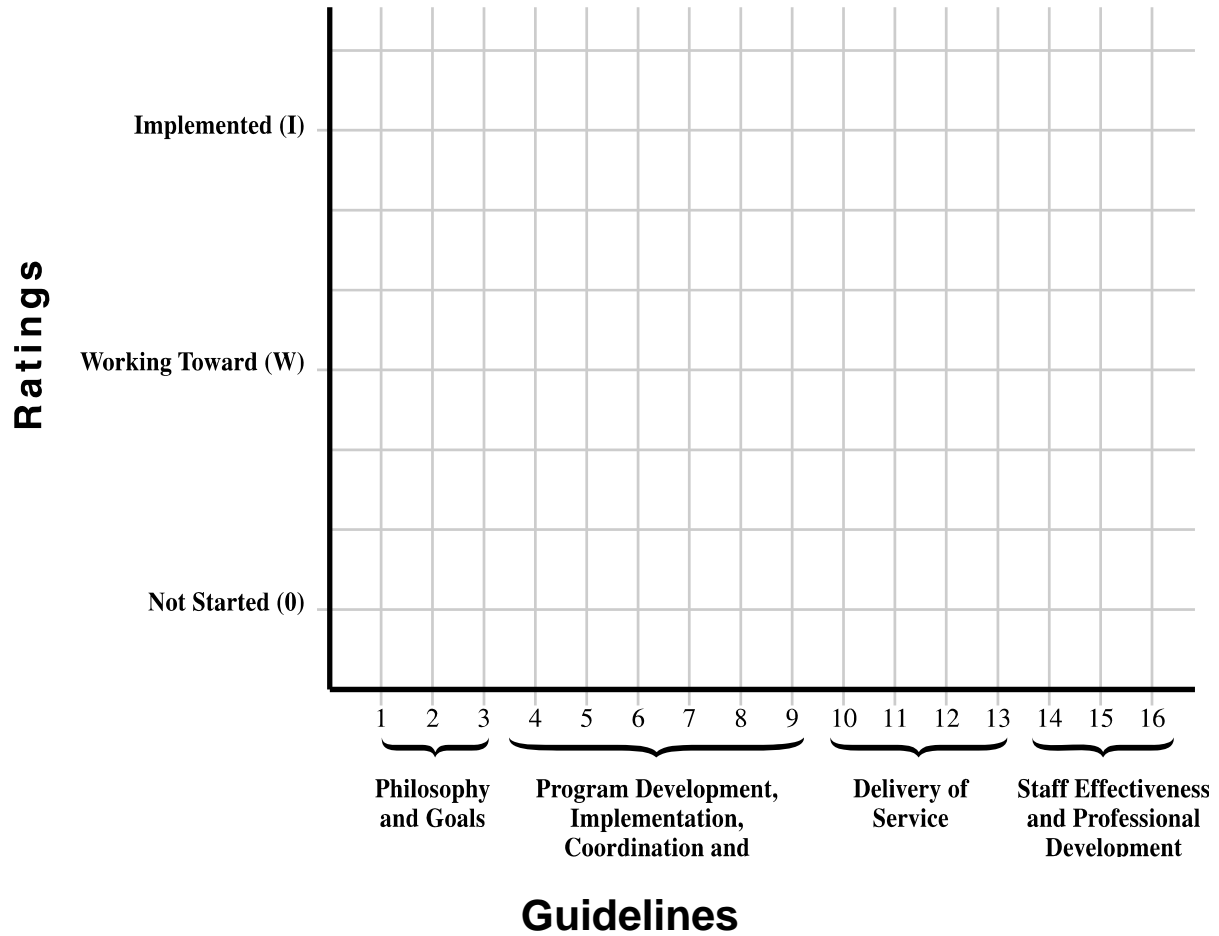
**School/Community
Support**

**Responsive
Services**

**Individual Student
Planning**

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Other teachers; e.g., health, CALM, CTS, work experience • Guest speakers; e.g., health professionals | <ul style="list-style-type: none"> • Interagency collaborators (family liaison workers, child development assistants) • Social services • Police officers • Employers regarding career education | <ul style="list-style-type: none"> • School psychologists • Interagency collaborators (family liaison workers, child development assistants) • Police officers • Other health professionals; e.g., mental health workers | <ul style="list-style-type: none"> • Teacher advisors • School psychologists |
|--|--|--|--|

Summary — Profile of Guidelines



School: _____

Date: _____

Evaluation Team: _____

Planning for the Future

Instructions:

Check whether or not you have implemented each category.
If you are working toward a category, indicate your action plan.

Category I. Philosophy and Goals (see page 6)

- This area has been implemented.
- We will be working on this category by doing the following.

ACTION PLAN: Indicate goal(s), task(s), time frame and who is responsible.

Category II. Program Development, Implementation, Coordination and Evaluation (see page 8)

- This area has been implemented.
- We will be working on this category by doing the following.

ACTION PLAN: Indicate goal(s), task(s), time frame and who is responsible.

Category III. Delivery of Services (see page 15)

- This area has been implemented.
- We will be working on this category by doing the following.

ACTION PLAN: Indicate goal(s), task(s), time frame and who is responsible.

Category IV. Professional Development and Staff Effectiveness (see page 19)

- This area has been implemented.
- We will be working on this category by doing the following.

ACTION PLAN: Indicate goal(s), task(s), time frame and who is responsible.

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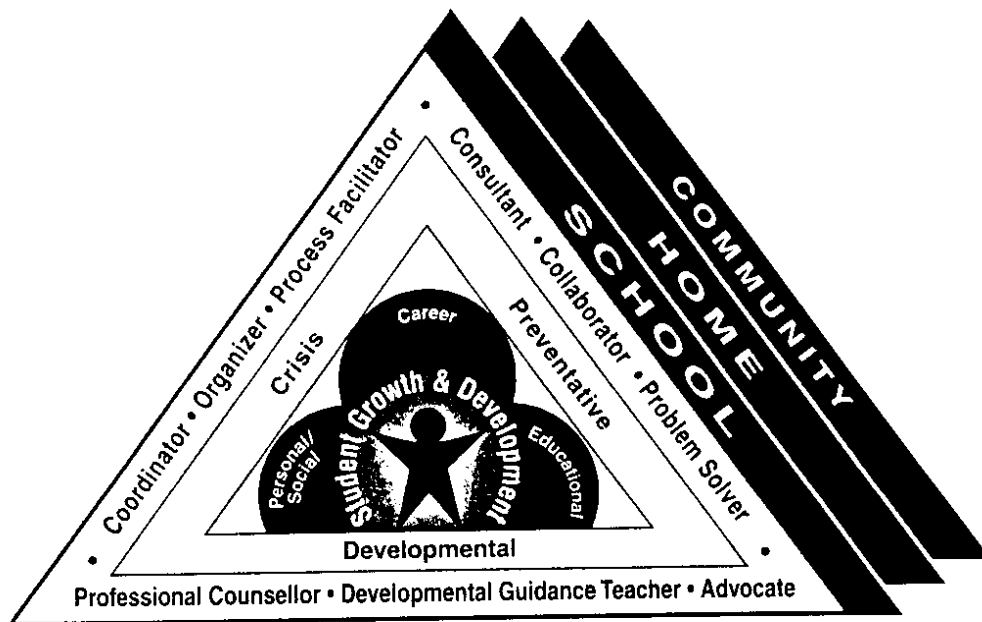
Appendix A

Description of Key Terms

General Model

As illustrated in Figure 1, the comprehensive school guidance and counselling program in Alberta schools is centered around facilitating each student's growth and development (educational, personal/social and career). Delivery of the comprehensive program is a collaborative, multi-disciplinary task that involves all members of the school staff, not solely the school counsellor. Just as parents/guardians are their children's first teachers, classroom teachers are their students' first counsellors. A truly comprehensive school guidance and counselling program is based on a close, collaborative partnership among the school, home and community.

Figure 1



Components

The activities and services of a comprehensive school guidance and counselling program must provide for four main components:

- developmental guidance instruction
- individual student planning
- responsive services
- school/community support.

Who is responsible for which of the duties associated with these components will depend on the age of the students (elementary, junior high or senior high) and on other factors, such as the specific needs of the students.

DEVELOPMENTAL GUIDANCE INSTRUCTION is a preventative proactive process. By providing students with relevant information and skills, in small groups and in classes, school staff can help students understand themselves and actively facilitate their development in all areas — educational, personal/social, career, moral–ethical and esthetic. This preventative intervention involves a continual investment of time by teachers, counsellors and administrators. Students need to learn life skills, such as how to identify and solve problems, make good decisions, and deal effectively with situations in their lives. Many of these issues are included in the provincial health curricula.

Suggested Time Allocation — Developmental Guidance Instruction		
Elementary 30–35%	Junior High 15–20%	Senior High 5–10%

INDIVIDUAL STUDENT PLANNING involves three main activities:

- individual assessment (abilities, interests, skills and achievements)
- individual advisement (using personal/social, educational, career and labour market information to plan personal, education and occupational goals)
- planning (to make transitions from school to school, school to work, or school to additional education and training).

Each student must plan, monitor and manage his or her own learning, and personal and career development.

Suggested Time Allocation — Individual Student Planning		
Elementary 5–10%	Junior High 15–20%	Senior High 30–35%

RESPONSIVE SERVICES are activities that meet students' immediate needs and concerns. These activities include:

- consultation (with parents, teachers, other educators and community agencies regarding strategies to help students)
- personal counselling (in small groups or individually, regarding relationships, personal concerns or normal developmental tasks)

- crisis counselling (for students and their families in emergency situations — usually a short-term or temporary service)
- referral/coordination (usually in crisis situations).

Suggested Time Allocation — Responsive Services		
Elementary 40–45%	Junior High 40–45%	Senior High 40–45%

SCHOOL/COMMUNITY SUPPORT involves management activities that establish, maintain and enhance the comprehensive school guidance and counselling program. These activities include:

- needs assessment
- professional development (for example, participating in school inservice training, professional meetings and post-graduate course work, and doing professional research)
- staff and community relations (orienting staff and community members to the comprehensive school guidance program via newsletters, local media and school–community presentations)
- consultation with teachers (regularly providing information, supporting the staff and receiving feedback about student needs)
- advisory council work (serving on curriculum committees or community committees/advisory boards)
- community outreach (periodic visits to local businesses/industries/social services to find out about resources)
- program management and operations
- research and development (may include analyzing program evaluation data, doing follow-up studies and updating resources)
- liaison with employers.

Suggested Time Allocation — School Community Support		
Elementary 15–20%	Junior High 15–20%	Senior High 10–15%

NON-GUIDANCE DUTIES are tasks that should be performed by clerical/para-professional staff. Such tasks include:

- scheduling conferences with students/parents
- entering class changes on the computer
- scheduling counsellors' daily appointments
- labelling student record folders
- managing scholarship applications and information.

Suggested Time Allocation — School Community Support		
Elementary 0%	Junior High 0%	Senior High 0%

Summary Chart

Components	Suggested Time Allocations for Counsellors* (%)		
	Elementary	Junior High	Senior High
Developmental Guidance Instruction	30–35%	15–20%	5–10%
Individual Student Planning	5–10%	15–20%	30–35%
Responsive Services	40–45%	40–45%	40–45%
School/Community Support	15–20%	15–20%	10–15%

*to deliver a balanced program.

Appendix B

Excerpts from the survey *Facilitating Student Growth and Development: Status and Future of School Guidance and Counselling* (1996)

Table 3

Availability of Counsellors in Alberta Schools

Schools by Grade Level	Percentage Reporting FTE Counsellor
ECS–6	46.2
ECS–9	69.2
ECS–12	65.5
Grades 7–9	90.3
Grades 7–12	82.4
Grades 10–12	93.1
Other grade-level groupings	69.9
All Schools	62.2

Table 4

Other Enhancements Presently Used to Deliver Aspects of a Comprehensive School Guidance and Counselling Program in Alberta

Alternate Models/Approaches	Number of Schools
Teacher Advisory System	35
Teacher as Counsellor	93
Multi-disciplinary Team	38
Family School Liaison Worker	31
Other:	62
<ul style="list-style-type: none"> • District Services • Counsellor-Assistant • Social Worker • Resource Facilitator • School Resource Team • School Psychologist • Mental Health Worker • Health Unit • Alberta Mental Health Staff 	<ul style="list-style-type: none"> • Native Liaison Worker • Consultative Team • Referrals to Outside Agencies • Administrator as Counsellor • Preventative Care Coordinator • Instructional Resource Person • Child Development Assistant • Student Liaison Advisor

Appendix C

Standards of Competence: Levels of Tests and Qualifications★

LEVELS	MINIMUM QUALIFICATIONS	SELECTED EXAMPLES
Level A Tests (No formal training in testing required.)	⇒ Four years teacher education inclusive of a Bachelor's degree ⇒ Experience working within school systems (as a teacher and/or consultant) ⇒ Familiarity with topic ⇒ Able to follow administration procedures set out in manual ⇒ Informal training (e.g., inservice) in the use of a particular instrument	<ul style="list-style-type: none"> • Alberta Achievement Tests • Gates–McGinitie Reading Tests • Metropolitan Readiness Tests • Alberta Diagnostic Reading/Math Tests • Teacher Alert System • Stanford Diagnostic Math/Reading Tests • Canadian Tests of Basic Skills • Informal reading/math/spelling inventories
Level B Tests (Require formal training in testing.)	⇒ Four years teacher education inclusive of a Bachelor's degree ⇒ Experience working within school systems (as a teacher and/or consultant) ⇒ Senior undergraduate or graduate coursework in test principles (reliability, validity, test construction, norm groups, type of scores), administration and interpretation ⇒ Training in specific area related to test ⇒ Experience administering and interpreting test	<ul style="list-style-type: none"> • Peabody Picture Vocabulary Test — Revised • Woodcock Reading Mastery Tests • Test of Language Development — II • Detroit Test of Learning Aptitude • Wechsler Individual Achievement Test • Key Math Diagnostic Arithmetic Test • Woodcock–Johnson Psycho-educational Battery (revised) — Achievement (Part II)
Level C Tests (Restricted tests requiring professional qualifications.)	⇒ Four years teacher education inclusive of a Bachelor's degree ⇒ Experience working within school systems (as a teacher and/or consultant) ⇒ Recognized Master's degree with a major in special education or educational psychology, including: <ul style="list-style-type: none"> • graduate coursework in test principles (reliability, validity, test construction, norm groups, types of scores), and • graduate coursework in administering and interpreting individual tests ⇒ Fulfill any additional requirements as stipulated by the test publisher as being necessary or desirable for administration of each particular test instrument <i>It is expected that individuals administering and interpreting Level C tests will be eligible for registration as a Chartered Psychologist with the Psychologists Association of Alberta.</i>	<ul style="list-style-type: none"> • Intelligence Scales (WISC–III, WAIS–R, WPPSI–R, Stanford Binet IV, K–ABC) • Personality Tests (High School Personality Questionnaire, Personality Inventory for Children, projective instruments) • Self-esteem inventories • Bender Visual Motor Gestalt Test • Depression inventories • ADD inventories • Torrance Tests of Creative Thinking • Woodcock–Johnson Psycho-educational Battery (revised) — Cognitive Ability (Part I)

See the appendix in *Standards for Psycho-educational Assessment* for eligibility requirements for types of certificates provided through the Psychologists Association of Alberta.

★ Taken from *Standards for Psycho-educational Assessment* (1994).