2011-2012
K-12
School Counseling
Curriculum Study

New Ulm
Public Schools

Accepted by the Board of Education 3/8/12
MISSION STATEMENT

It is the mission of the District 88 school counselors to serve all students with developmental, preventive and responsive services in academic, career, and personal/social including emotional and behavioral domains. School counselors partner with other educators, families and community members to ensure that all students have access to the knowledge and skills necessary to become contributing members of society.

K-12 EXIT OUTCOMES

Upon completion of the School Counseling curriculum, the learner is expected to demonstrate the following outcomes:

1. Academic Development
   a. Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.
   b. Complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
   c. Understand the relationship of academics to the world of work and to life at home and in the community.

2. Career Development
   a. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
   b. Employ strategies to achieve future career goals with success and satisfaction.
   c. Understand the relationship between personal qualities, education, training and the world of work.

3. Personal/Social
   a. Acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
   b. Make decisions, set goals and take necessary action to achieve goals.
   c. Understand safety and survival skills.

Adopted from the American School Counselor’s Association (ASCA)
National Standards for Students (Competencies and Indicators)
STRENGTHS AND LIMITATIONS

Strengths of the department:

1. Each building has at least one licensed school counselor.
2. The counselors are accessible to meet with students individually, in groups, and provide developmental guidance lessons to classes.
3. There is effective collaboration between the counselors, School Resource Officer (SRO), teachers, parents and outside agencies (such as River Bend, Brown County, New Ulm Medical Center and mental health agencies).
4. Access to student cumulative records and information enables the counselors to advise students more effectively.
5. The counselors effectively manage, coordinate and interpret tests and scores.
   a. Elementary Testing: NWEAs/MAPs, MCAs, AIMSweb
   b. Secondary Testing: NWEAs/MAPs, MCAs, EXPLORE, PLAN, ACT, Accuplacer, GRAD, PSAT, ASVAB, AP
6. The counselors work with data and curriculum to improve student achievement.
7. The counselors are advocates for the students.
8. The counselors are professionally trained in academics, career and personal/social development.
9. Counselors coordinate and work with the principals in a variety of areas.
   a. Elementary: behavior, testing, testing improvement strategies, PBIS, data analysis, family, academics, personal/social, mental health issues
   b. High School: behavior, registration, scheduling, testing, data analysis, testing improvement strategies, family, academics, personal/social, mental health issues
10. The counselors have training in dealing with mental health issues and collaborate with the school-based mental health worker.
11. The counselors assist with academic and career planning for all students K-12.

Limitations of the department:

1. With ever increasing testing requirements and responsibilities placed on counselors, more and more time is spent on managing, coordinating, and proctoring tests. This leaves less time for student contact.
2. The student to counselor ratio is high.
   Jefferson - 580:1
   Washington - 480:1
   High School - 350:1
   *(The American School Counselor’s Association recommends 250:1 for student to counselor ratio.)*
3. There is limited elementary counseling secretarial assistance.
4. Summer counseling services are limited at all buildings.
5. There is a need to increase career development in the K-12 curriculum specifically to include a career planning portfolio.
6. There needs to be improvement in parent communication and involvement.
7. There is a need for improvement in students’ ability to set goals and work to achieve them.
8. There needs to be a consistent process regarding bullying, cyber-bullying and any other form of bullying.
**IMPROVEMENT PLAN**

The following improvement plans are recommended for implementation:

1. Explore option of using alternate proctors to alleviate time spent proctoring tests. (*Limitation #1*)

2. Partner with area universities to utilize student interns. (*Limitation #2*)

3. Utilize office secretaries when needed. (*Limitation #3*)

4. Counselors will write and implement a crisis plan for summer emergencies. (*Limitation #4*)

5. Through developmental guidance, partnering with building staff and use of online resources, the counseling department will increase career development into the K-12 curriculum. (*Limitation #5*)

6. Explore utilizing more technology (such as counseling department web page, electronic newsletters or parent portal) and parent break out or informational sessions to increase parent communication and involvement. (*Limitation #6*)

7. Implement a goal setting activity during advisee time (at the high school) and through a developmental guidance lesson (at the elementary schools). (*Limitation #7*)

8. Update the district bullying policy with building administrators to include age appropriate consequences. The counseling department will collaborate with programs already in place to increase bullying prevention and awareness. (*Limitation #8*)
COUNSELING DEPARTMENT
LEARNER OUTCOMES
(COMPETENCIES AND INDICATORS)
GRADES K-12

Learner outcomes adopted from American School Counseling Association (ASCA); the National Standards for students.

The delivery system is comprised of School Guidance Curriculum, Individual Student Planning, Responsive Services and System Support. The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities K-12. The individual planning component consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans. The responsive services component consists of activities to meet students’ immediate needs (examples include counseling, consultation, referral, peer mediation or information). The systems support component consists of the professional development; consultation, collaboration and teaming; and program management and operation activities that establish, maintain and enhance the total school counseling program.

-- Adopted from the ASCA National Model --

I. ACADEMIC DEVELOPMENT
A. Acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
   1. Improve academic self concept.
      a. Articulate feelings of competence and confidence as learners.
      b. Display a positive interest in learning.
      c. Take pride in work and achievement.
      d. Accept mistakes as essential to the learning process.
      e. Identify attitudes and behaviors that lead to successful learning.
   2. Acquire skills for improving learning.
      a. Apply time management and task management skills.
      b. Demonstrate how effort and persistence positively affect learning.
      c. Use communication skills to know when and how to ask for help when needed.
      d. Apply knowledge and learning styles to positively influence school performance.
   3. Achieve school success.
      a. Take responsibility for their actions.
      b. Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
      c. Develop a broad range of interests and abilities.
      d. Demonstrate dependability, productivity and initiative.
      e. Share knowledge.

Implementation:
   K-6 – Developmental guidance lessons on communication, time management and teamwork.

   7-12 – Meet with students who are on the 3-week deficiency list; meet with students as needed to discuss academic issues and concerns; assist in academic goal setting; assist student in developing a 4-year plan for academic success.
B. Complete high school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

1. Improve learning.
   a. Demonstrate the motivation to achieve individual potential.
   b. Learn and apply critical thinking skills.
   c. Apply the study skills necessary for academic success at each level.
   d. Seek information and support from faculty, staff, family and peers.
   e. Organize and apply academic information from a variety of sources.
   f. Use knowledge of learning styles to positively influence school performance.
   g. Become a self-directed and independent learner.

2. Plan to achieve goals.
   a. Establish challenging academic goals in elementary, middle/junior high and high school.
   b. Use assessment results in educational planning.
   c. Develop and implement annual plan of study to maximize academic ability and achievement.
   d. Apply knowledge of aptitudes and interests to goal setting.
   e. Use problem solving and decision making skills to assess progress toward educational goals.
   f. Understand the relationship between classroom performance and success in school.
   g. Identify post-secondary options consistent with interests, achievement, aptitudes and abilities.

**Implementation:**
K-6 – Small and large groups are formed to ensure academic success; various developmental guidance lessons are presented.

7-12 – Small and large group presentations on course planning; meet individually with students to discuss and plan post-secondary options and requirements; work with administration on registration.

C. Understand the relationship of academics to the world of work and to life at home and in the community.

1. Relate school to life experiences.
   a. Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
   b. Seek co-curricular and community experiences to enhance the school experience.
   c. Understand the relationship between learning and work.
   d. Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals.
   e. Understand that school success is the preparation to make the transition from student to community member.
   f. Understand how school success and academic achievement enhance future career and vocational opportunities.

**Implementation:**
K-6 – Developmental guidance lessons on the relationship between school success and work habits; introduce to upper elementary the correlation between school and potential post-secondary educational options and opportunities.

7-12 – Coordinate college visits; coordinate schedules with military recruiters; use “High School 101: Developmental Guidance Lesson”; meet with students on absentee and tardy issues.
II. **CAREER DEVELOPMENT**

A. Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

1. Develop career awareness.
   a. Develop skills to locate, evaluate and interpret career information.
   b. Learn about the variety of traditional and nontraditional occupations.
   c. Develop an awareness of personal abilities, skills, interests and motivations.
   d. Learn how to interact and work cooperatively in teams.
   e. Learn to make decisions.
   f. Learn how to set goals.
   g. Understand the importance of planning.
   h. Pursue and develop competency in areas of interest.
   i. Develop hobbies and vocational interests.
   j. Balance between work and leisure time.

2. Develop employment readiness.
   a. Acquire employability skills such as working on a team, problem solving and organizational skills.
   b. Apply job readiness skills to seek employment opportunities.
   c. Demonstrate knowledge about the changing workplace.
   d. Learn about the rights and responsibilities of employers and employees.
   e. Learn to respect individual uniqueness in the workplace.
   f. Learn how to write a resume.
   g. Develop a positive attitude toward work and learning.
   h. Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
   i. Utilize time and task management skills.

*Implementation:*

K-6 – Present a series on career awareness; teach decision-making developmental guidance lessons.

7-12 – Assist students in the interpretation of test scores and interest inventories from EXPLORE/PLAN and ASVAB; with Junior Achievement and New Ulm’s Chamber of Commerce, students participate in the annual Career Expo.

B. Employ strategies to achieve future career goals with success and satisfaction.

1. Acquire career information.
   a. Apply decision making skills to career planning, course selection and career transition.
   b. Identify personal skills, interests and abilities and relate them to current career choice.
   c. Demonstrate knowledge of the career planning process.
   d. Know the various ways in which occupations can be classified.
   e. Use research and information resources to obtain career information.
   f. Learn to use the internet to access career planning information.
   g. Describe traditional and nontraditional career choices and how they relate to career choice.
   h. Understand how changing economic and societal needs influence employment trends and future training.
2. Identify career goals.
   a. Demonstrate awareness of the education and training needed to achieve career goals.
   b. Assess and modify their educational plan to support career.
   c. Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience.
   d. Select course work that is related to career interests.
   e. Maintain a career planning portfolio.

**Implementation:**
K-6 – Use goal setting activities during individual and small group counseling.

7-12 – Use the Minnesota Career and Information Systems (MCIS) for presentations and activities related to career development.

C. Understand the relationship between personal qualities, education, training and the world of work.
   1. Acquire knowledge to achieve career goals.
      a. Understand the relationship between educational achievement and career success.
      b. Explain how work can help to achieve personal success and satisfaction.
      c. Identify personal preferences and interests influencing career choice and success.
      d. Understand that the changing workplace requires lifelong learning and acquiring new skills.
      e. Describe the effect of work on lifestyle.
      f. Understand the importance of equity and access in career choice.
      g. Understand that work is an important and satisfying means of personal expression.
   2. Apply skills to achieve career goals.
      a. Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals.
      b. Learn how to use conflict management skills with peers and adults.
      c. Learn how to work cooperatively with others as a team member.
      d. Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

**Implementation:**
K-6 – Use a variety of developmental guidance lessons to teach and assist students on managing conflict and conflict resolution.

7-12 – Support Character Counts and the 6 Pillars; assist students in career planning; provide assistance and direct students to a variety of scholarships; write letters of recommendation.
III. Personal/Social

A. Acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

1. Acquire self knowledge.
   a. Develop positive attitudes toward self as a unique and worthy person.
   b. Identify values, attitudes and beliefs.
   c. Learn the goal setting process.
   d. Understand change is a part of growth.
   e. Identify and express feelings.
   f. Distinguish between appropriate and inappropriate behavior.
   g. Recognize personal boundaries, rights and privacy needs.
   h. Understand the need for self control and how to practice it.
   i. Demonstrate cooperative behavior in groups.
   j. Identify personal strengths and assets.
   k. Identify and discuss changing personal and social roles.
   l. Identify and recognize changing family roles.

2. Acquire interpersonal Skills.
   a. Recognize that everyone has rights and responsibilities.
   b. Respect alternative points of view.
   c. Recognize, accept, respect and appreciate individual differences.
   d. Recognize, accept and appreciate ethnic and cultural diversity.
   e. Recognize and respect differences in various family configurations.
   f. Use effective communication skills.
   g. Know that communication involves speaking, listening and nonverbal behavior.
   h. Learn how to make and keep friends.

Implementation:

K-6 – Support and encourage PBIS (Positive Behavior Intervention Support) and the 6 Pillars Character Counts; and provide individual counseling.

7-12 – Support and encourage the 6 Pillars of Character Counts; provide opportunities for mediation and conflict resolution individually and in small groups.
B. Make decisions, set goals and take necessary action to achieve goals.
   1. Self-knowledge application.
      a. Use a decision-making and problem-solving model.
      b. Understand consequences of decisions and choices.
      c. Identify alternative solutions to a problem.
      d. Develop effective coping skills for dealing with problems.
      e. Demonstrate when, where and how to seek help for solving problems and making decisions.
      f. Know how to apply conflict resolution skills.
      g. Demonstrate a respect and appreciation for individual and cultural differences.
      h. Know when peer pressure is influencing a decision.
      i. Identify long and short term goals.
      j. Identify alternative ways of achieving goals.
      k. Use persistence and perseverance in acquiring knowledge and skills.
      l. Develop an action plan to set and achieve realistic goals.

Implementation:
K-6 – Provide opportunities for counseling groups to discuss anger management and coping skills.

7-12 – Provide opportunities for individual and small group counseling to address and implement problem solving skills.

C. Understand safety and survival skills.
   1. Acquire personal safety skills.
      a. Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
      b. Learn about the relationship between rules, laws, safety and the protection of rights of the individual.
      c. Learn about the differences between appropriate and inappropriate physical contact.
      d. Demonstrate the ability to set boundaries, rights and personal privacy.
      e. Differentiate between situations requiring peer support and situations requiring adult professional help.
      f. Identify resource people in the school and community, and know how to seek their help.
      g. Apply effective problem solving and decision making skills to make safe and healthy choices.
      h. Learn about the emotional and physical dangers of substance use and abuse.
      i. Learn how to cope with peer pressure.
      j. Learn techniques for managing stress and conflict.
      k. Learn coping skills for managing life events.

Implementation:
K-6 – Provide developmental guidance lessons on safety issues including the safe side program, personal awareness, school, community, state and national rules and laws, and recognizing issues that affect physical safety; addressing the constant issue of bullying and cyberbullying.

7-12 – Addressing truancy issues; addressing both individually and on a larger scale internet safety, Facebook, and sexting; assist students with options available to them on issues of substance abuse; addressing the constant issue of bullying and cyber-bullying.
Addendum I
Identifying acronyms used for testing

Accuplacer  Accurate Placement

ACT  Used to be the American College Testing, but name dropped 1996

AIMSweb  Assessment and Data Management for Response to Intervention

AP  Advanced Placement

ASVAB  Armed Services Vocational Aptitude Battery

EXPLORE  1st Part of ACT Testing

GRAD  Graduation-Required Assessments for Diploma

MAP  Measures of Academic Progress

MCA  Minnesota Comprehensive Assessment

NWEA  Northwest Evaluation Association

PLAN  2nd Part of ACT Testing

PSAT  Preliminary Scholastic Aptitude Test