

Section 1

Instructions for Using the Implementation Tools

Purpose of Implementation Tools

The tools contained in this companion document to the Alaska School Counseling Framework (ASCF) are intended to help districts conduct activities that are critical to the successful implementation of a comprehensive school counseling program. In addition to these tools, readers are encouraged to visit the following websites that are rich and very useful.

- American School Counselor Association. www.schoolcounselor.org
- Rhode Island School Counselor Association—The RISCA Toolkits. www.rischoolcounselor.org
- Center for School Counseling Outcome Research. www.escor.org
- Support Personnel Accountability Report Card. www.sparconline.net
- EZAnalyze. www.ezanalyze.com

The document is organized into seven sections.

	Section	Description
1	Instructions for Using Implementation Tools	Describes how to use the tools contained in this document.
2	Standards (Student Outcomes)	Exercises in understanding relevant standards and identifying what can be done to make your counseling program standards-based.
3	School Counseling Curriculum Activities	Provides sample documented curriculum activities for the academic, career and personal/social domains.
4	Responsive Services Policies and Protocols	Discusses the importance of policies and protocols and provides documented protocols for critical areas impacting school counselors.
5	Itinerant and Rural Counseling in Alaska	Provides valuable information and useful tips for working as a counselor in “Bush” Alaska.
6	School Counselor Accountability	Contains performance standards for Alaskan school counselors (developed by the Alaska School Counselor Association) and a sample performance evaluation form.
7	Electronic Resources	Provides an annotated list of resources available online.

Section 2

Standards

Comprehensive developmental school counseling programs are standards-based. This section focuses on relevant standards that can be used to define student outcomes. Six documents are provided to help you understand what it means for school counseling programs to be standards-based. The table below identifies the documents and suggests steps you can take to translate your ideas into action. A successful standards-based program requires a community of dialog and self-reflections. We need to be able to reflect on our practice, assess its impact and figure out how to improve it, both individually and as a school community.

Document	Instructions
What Does It Mean to Be Standards-Based?	<ul style="list-style-type: none"> - Review the thoughts on what it means to be standards-based. - What does being standards-based mean to you? To your colleagues? - If you had to improve your school/district's approach to being standards-based, what would you do?
Unpacking the ASCA Standards (Student Outcomes)	<ul style="list-style-type: none"> - This document consists of two parts. <ul style="list-style-type: none"> + ASCA standards with accompanying competencies and indicators. Review the standards' language. + Unpacking the Standards. This is an exercise with guided questions that focuses on what the standards language actually suggests in terms of student outcomes. Complete this exercise as a group and identify areas in which your school/district needs to improve (e.g., awareness of standards, use of standards in the curriculum and classroom, use of standards as assessment criteria). + For areas that need work, schedule topics at department meetings and other decision-making venues to begin addressing the problem,
National Career Development Guidelines (NCDG)	<ul style="list-style-type: none"> - This document provides a high level overview of the National Career Development Guidelines. Review the document, focusing on the similarities between ASCA and NCDG. - Discuss the extent to which students are being asked to meet these standards and demonstrate their progress toward achieving them. - Develop action steps for strengthening the integration of ASCA and NCDG in the curriculum and classroom.
Alaska Employability Standards	<ul style="list-style-type: none"> - These standards should be embedded in and woven through the entire counseling curriculum. Review the standards and determine to what extent students acquire the knowledge and practice the skills required for successful employment.

Standards

Document	Instructions
Crosswalk: ASCA, NCDG, AK Employability Standard	<ul style="list-style-type: none"> - Sets of standards need to be integrated. In life, we respond to situations using a combined set of proficiencies. It is therefore important to understand how the standards we ask to students to achieve all relate to one another. - This crosswalk shows the alignment of the ASCA Standards, National Career Development Guidelines, and the Alaska Employability Standards. - What does this crosswalk tell you about how well you are delivering a standards-based program? - What does the crosswalk tell you about how well these standards are integrated into your curriculum? Tool is provided to help you align ASCA standards with the NCDG
Cultural Standards for Students	<ul style="list-style-type: none"> - Cultural competencies are critical in a diverse society. Review the Cultural Standards for Students and determine the extent to which the counseling curriculum helps prepare students for cultural competency. - How would you improve your current curriculum and other efforts?
The 40 Developmental Assets	<ul style="list-style-type: none"> - This is a program that has been used in many Alaskan districts. The developmental assets can be used as standards we want students to achieve. Review the 40 assets. Are any of them currently being used as performance standards/indicators? Would your school/ district benefit from their use?

What Does It Mean to be Standards-Based?

— A standard is a target that we shoot for—a result we hope to achieve. Student standards are the results we want students to achieve through their participation in the counseling program.

What Does Standards-Based Mean?

- Clearly identifying the results we want students to achieve that are aligned with educational and workplace requirements.
- Having high expectations for all students. High standards without high expectations are meaningless.
- Delivering quality opportunities for students to learn how to achieve the results.
- Providing meaningful opportunities for students to demonstrate what they know and are able to do as a result of what we have taught them.
- Gathering evidence that students are progressing toward or achieving the standards.

What Evidence Do We Want to Gather about Student Progress towards Standards?

To demonstrate the impact of the school counseling program, we need to be able to show that students have successfully:

- Acquired relevant knowledge.
- Developed appropriate skills (skill is the ability to do).
- Adopted attitudes and behaviors that lead to success.
- Applied their knowledge, skills and attitude in meaningful ways to real-life contexts.

Multiple Sets of Standards

This exercise identifies primary sets of student standards and competencies that are relevant to a K-12 school counseling program.

- The ASCA National Model has nine student standards (outcomes) with competencies and indicators. They are distributed across three developmental domains: academic, career and personal/social.
- The National Career Development Guidelines (NCDG) are closely aligned with the ASCA standards as career development and career readiness in students is an integral part of the counselors' mission.
- The Alaska Employability Standards play an important role in ensuring that all students finish high school capable of making informed decision regarding their post-secondary options.

- The Alaska Cultural Standards for Students focus on the cultural sensitivity required in a diverse society.