



**SECTION 1**  
THE NEW JERSEY  
SCHOOL COUNSELING INITIATIVE:  
NEW DIRECTIONS IN  
SCHOOL COUNSELING



## Part 1: Where We Are Going

### 1.1 The New Jersey School Counseling Initiative

The NJSCI is a continuation of our original grass roots initiative to improve school counseling in New Jersey. The Initiative began more than 17 years ago by visionary school counselors as part of the national movement that culminated in the development of the American School Counselor Association's National Standards for School Counseling (Campbell & Dahir, 1997), The ASCA National Model: A Framework for School Counseling Programs (2003), and The ASCA National Model Workbook (ASCA, 2004).

#### Purpose of the Initiative

The NJSCI provides a framework to assist local school districts in the development of their own comprehensive school counseling program and to enhance the role of the school counselor. The NJSCI uses the National Standards for School Counseling Programs (American School Counselor Association, 2003) as a foundation.



“Although the [ASCA] model serves as a framework for the development of a school counseling program, it is not meant for replication exactly as written. Effective programs consider local demographic needs and political conditions when integrating and adapting the National Model. The model, therefore, is not intended to be used as a cookie-cutter in developing school counseling programs. Rather, ASCA’s goal in developing the model is to institutionalize the framework for, and process of, developing a school counseling program.” (*The ASCA National Model, p. 10*)

## 1.2 NJSCI's vision for school counseling in New Jersey

Our vision is twofold, for students and for school counselors. The vision of the NJSCI is that:

All students in New Jersey acquire the personal/social, academic, and career skills necessary to reach their fullest potential, to become effective lifelong learners, responsible citizens, and productive, satisfied workers in an ever-changing world.

**In order to realize this vision, all students will:**

- establish an educational and a career goal
- develop a life-career plan to achieve goals
- use their unique talents, abilities, interests, cultures, and multiple intelligences
- take the most challenging courses
- benefit from parents/guardians and other adults who positively influence their career goals
- have real life career experiences in their community.

All school counselors in New Jersey develop and implement a comprehensive school counseling program that meets the counseling and developmental needs of all students (Pre-K to 12). In order to realize this vision, we agree that a comprehensive school counseling program:

- promotes the educational excellence of all students and helps raise their educational and career aspirations
- is preventative, proactive, and developmental by design while addressing students' immediate needs and concerns
- integrates the expertise of counselors as an integral part of the educational program
- provides for the unique personal, social, academic and career needs of all students at each educational level (pre-K to post-high school)
- involves the community, including parents, teachers, students, business, industry
- monitors and evaluates student and program outcome data on a regular basis in order to meet changing needs
- supports active participation in local, county, state, and national associations which foster the development and improvement of school counseling



*Boyd and Walter (1975) compared the plight of school counselors to the cactus, "Both survive on a minimum of nutrients from the environment" (p. 103). School counselors often fill multiple, conflicting roles to meet the needs of students and the expectations of administrators, parents, and teachers.*

## 1.3 The evolving role of the school counselor

The New Jersey Framework emphasizes the broader role of the school counselor as a positive change agent in the school and as an advocate for the success of all students. NJAC 6A:9-13.8 (NJDOE, 2004) recognizes that school counselors counsel and collaborate with students and other significant adults in students' lives to help close the achievement gap and open opportunities for all students (teachers, administrators, parents, business, and community representatives).



*The New Jersey Administrative Code (2004) defines the role of the school counselor:*

### 6A:9-13.8 School counselor

(a) The school counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students, and parents regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families. The certificate holder is authorized to perform these duties in Grades preschool through 12.

School counselors who work in schools that have developed a comprehensive program are totally school counseling focused. They are master's level certificated professionals trained in counseling programs aligned with the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

In a comprehensive school counseling program designed to respond to local student needs, school counselors are on the cutting edge of positive change. They are change agents, skilled in group dynamics problem-solving, goal setting and decision making, advocacy, family systems and systemic change. As active change agents in the school, they collaborate with others to facilitate and promote change each day in all school arenas—in classrooms, student centers, parent conferences, staff development, team meetings, I&RS committees, building leadership committees, community groups, and in their counseling center.

### **In schools using the New Jersey Framework to develop and implement their program, counselors:**

- design, lead, and evaluate their comprehensive school counseling program
- follow a clearly defined counselor role description based on counseling goals for all students
- utilize their professional training in individual and group counseling, group facilitation, consultation, coordination, collaboration, and systemic change
- collaborate with other specialists on multilevel school teams to promote student improvement and success
- work to remove school, cultural, community, and systemic barriers to student achievement

- assure access to opportunities and rigorous educational experiences for all students
- solicit broad participation from parents, teachers, students, community members, support staff, board members, and administrators
- seek national school counselor certification through the National Board for Certified Counselors (NBCC) and/or the National Board of Professional Teaching Standards (NBPTS).



Standards-based training has transformed and professionalized school counselors in New Jersey. The first New Jersey Initiative (1991) called for a professional role that was “totally school counseling focused” (p. 3). Has the initiative improved school counseling? Indeed. A recent study of New Jersey school counselors (Webber, 2004) showed:

- 66% followed a model to some degree
- 28% used a model extensively
- 60% of those involved in a program model reported that the model improved their counseling
- 54% felt using the model improved their job satisfaction
- 48% reported increased control over their jobs
- 78% described themselves as a counselor working in a school
- 18% described themselves as an educator using counseling skills

## 1.4 Benefits of a comprehensive school counseling program

A comprehensive school counseling programs have radically changed from traditional reactive services to organized proactive and developmental programming. School counseling is a planned, sequential, and coordinated program central to the educational experience of students, not an ancillary service. The school counseling program is planned by counselors, but is the shared responsibility of the school staff and the community.

Educational reform models have, as their cornerstone, parent involvement. The vital role of the family has made family systems and multicultural counseling approaches essential to effective counseling in today's society. Partnerships and collaboration with extended families and the community reflect the interdependence of school counseling programs empowering students to become productive workers, citizens, and future community leaders.

Comprehensive school counseling programs help all students as well as the many stakeholders involved within the school and community. Activities and services are regularly monitored and evaluated to assess their effectiveness in achieving goals as well as their benefits to students, stakeholders, and the overall program.



Research suggests that high-quality counseling services can have long-term effects on a child's well-being and can prevent a student from turning to violence and drug or alcohol abuse. High-quality school counseling services can improve a students' academic achievement. Studies on the effects of school counseling have shown positive effects on student's grades, reducing classroom disruptions, and enhancing teachers' abilities to manage classroom behavior effectively. High-quality school counseling services also can help address students' mental health needs (US Dept. of Education, 2002, p. 117)

### Benefits:

The many benefits to students and stakeholders depend on the goals and outcomes of your program. While it is not a comprehensive list, following is a sampling of benefits.

### The program will help students to:

- Learn effectively and efficiently
- Establish educational and career goals and the plans to achieve them
- Become aware of a wide range of post secondary school and career opportunities, from those requiring college or other specialized training to those that do not require a degree
- Master academic and life-career skills with an understanding of the relationships between these skills and future success
- Develop decision-making and other skills necessary for success
- Improve their academic achievement

**The program will help teachers by:**

- Offering positive, supportive relationships with students and counselors
- Creating a team approach to working with students
- Increasing consultation opportunities with school counselors
- Creating a common vocabulary for academic, personal/social & career development

**The program will help administrators by:**

- Developing a structured program with specific competencies for all students
- Demonstrating accountability through the evaluation of its programs
- Organizing a system-wide delivery of academic, personal/social & career competencies
- Increasing the achievement of all students

**The program will help school counselors by:**

- Establishing a clearly defined counselor role
- Organizing and structuring the school counselor program
- Creating a process for accountability and data collection on the counseling program's effectiveness
- Building partnerships and links with school professionals, families and the community
- Providing a strong focus on student success and achievement

**The program will help parents by:**

- Expanding opportunities to become involved in academic and career planning
- Supporting their role in raising academic and career aspirations
- Building parent-teacher-student-counselor partnerships
- Assisting parents with language or educational barriers to become involved in school.

**The program will help the Board of Education by:**

- Organizing school counseling activities district wide
- Establishing a clear understanding of the school counseling program
- Validating the need for continued funding and additional resources through the use of program evaluation data
- Improving the image and reputation of the district

**The program will help employers by:**

- Increasing personal management, teamwork, work ethic and technical skills in prospective employees
- Providing a larger pool of prospective employees with meaningful career plans
- Collaborating with employers to provide programs to prepare students for the workforce.
- Building business-school-community partnerships

**The program will help counselor educators by:**

- Building collaboration between counselor education programs and schools
- Creating a framework for school counseling programs
- Establishing a model for site-based school counseling field work internships
- Increasing data collection for collaborative research on school counseling programs

**The program will help post secondary education by:**

- Enhancing articulation for transition to post-secondary institutions.
- Encouraging rigorous academic preparation
- Motivating students to seek a wide range of post-secondary options including college and non-degree training
- Increasing college and post-secondary education survival skills



Research is continually emerging that demonstrates that schools with more fully implemented school counseling programs can experience:

- Higher academic achievement
- Higher graduation rates
- Higher attendance rates
- Improved school climate
- Greater student self-efficacy
- Higher student career and educational aspirations
- More equitable delivery of services to all students
- Broader implications for post-secondary planning
- Lower drop-out rates

Supporting data and research are documented with the National Center for School Counseling Outcome Research,  
<http://www.umass.edu/schoolcounseling/index.htm>



## 1.5 What New Jersey's students need

### A state with diverse needs

New Jersey is a montage of suburban, urban, exurban and rural settings: different regions within brief traveling distance of each other. While it is still the most urban and densely populated state in the nation, the Garden State has farms operating within minutes of many suburban communities. Crisscrossing the state's are Interstates 80, 280, 287, 95, the Garden State Parkway, and the New Jersey Turnpike. New Jersey is known for its diversity: northeastern factories and refineries; northwestern mountains; southern farms; an eastern shoreline stretching the length of the state; and a burgeoning high tech business corridor across its center.

### Multicultural, multilingual cities and schools

Newark, Hoboken, Bayonne, Elizabeth, and Jersey City in the north, and Trenton and Camden in the south, become first homes to immigrants and refugees. Immigration is no longer restricted to the waterfront port cities, for example, with Dover, a district of over 90% Hispanic origin and Vineland with 25% migrant workers predominantly from Mexico. Bilingual and ESL programs are first classrooms for our new residents, who are transforming our schools and communities with cultural richness and diversity. Districts have as many as 52 different languages spoken at home, with Clifton the most linguistically diverse district in the state. With this diversity comes the challenge of understanding new languages, cultural experiences, ethnic and racial differences.

### The family as an institution continues to change.

As New Jersey becomes a more transient state, highly mobile families present new challenges. New immigrant arrivals, relocations from cities to suburbs, and corporate transfers contribute to a growing flux in the educational system and the workforce. The high national divorce rate has contributed to new family structures with single parents, step-parents, two income families, grandparents, and guardians. Our rapidly changing world faces increasing challenges of terrorism, violence, drug and alcohol abuse, and evolving societal and sexual norms. These changes contribute to the need for schools to serve new and extended roles.

### New directions in the workforce

The New Jersey economy continues to shift toward highly skilled jobs in the information technology, health and service sectors. With changes in economic growth, entry-level positions are more difficult to find, and traditional lower-skilled jobs have become obsolete. Job growth is faster in the new, higher-skilled, technologically intensive occupations where new technological jobs and skill needs are created overnight. Workforce trends emerge from the NY metropolitan region, after setting a future direction for the nation.

The way work is organized in a post-technological, information society requires new skills in team management, group dynamics, interpersonal skills, decision-making, and conflict resolution. Technology has created instant communication and information exchange, as well as constant obsolescence, with adaptability to rapid change becoming a required skill.

## **New directions in college and post secondary education**

More emphasis has been placed on college attendance. Almost 60% of high school graduates attend college, yet only 66% of college graduates find a job requiring a college degree, and no more than one in two will find themselves in a profession (Gray & Herr, 2000). The Bureau of Labor Statistics estimates that by 2010 the majority of jobs will not require a two-or four-year degree. Therefore, entry-level technology skills continue to rise, and career preparation is more critical than ever; there is greater need for non-degreed technical training (The Heldrich Center, 2004).

## **Career changes and lifelong learning needs**

Students need lifelong educational, technological, and career preparation to maintain marketable skills. Workers may change careers as many as five times in their working lives. Traditional school and career counseling programs reflect an outmoded view of career development described by Bolles (2005) as the three distinct boxes of life (school, work, retirement). With a global surplus of highly educated workers, employees face new challenges to their jobs. Mass layoffs, downsizing, outsourcing, mergers, contract and temporary employees are common. To adjust to rapidly changing work patterns and maintain horizontal employment, the new “protean career” (Hall & Mirvis, 1996) requires cycles of adaptation, changing, and re-educating with workers reinventing themselves several times over their career.

## **At-risk has become the fourth R in our schools.**

A multitude of personal and societal problems create barriers to learning and help widen the achievement gap. Divorce, poverty, racism, language barriers, homelessness, and unemployment have, in some areas, become the norm for our children. Primary prevention programs in the early years can help disadvantaged students acquire coping skills to reduce the impact of problems before debilitating effects take hold. Abbott school districts receive state funds and support to address the fourth R in our poorest schools.

## **National educational reform movement**

A national cry for standards-based education, high stakes testing, and higher graduation requirements led to No Child Left Behind (NCLB, 2001) legislation intended to close the achievement gap between disadvantaged students and their peers. By the year 2013-2014, NCLB mandates that all students achieve at high standards, including limited English proficient students, and receive a quality education by highly qualified teachers, be educated in learning environments that are safe, drug free, and conducive to learning, and graduate from high school.

## **School counseling initiative movement**

School counselors have always responded to new challenges of our students, families, communities, workforce, and schools. However, new technological, political, social, and economic developments occur faster than we can process them. To insure their educational, personal, social and career potential in a changing society, all students need dynamic, proactive counseling professionals who embrace a vision of comprehensive school counseling programs that meet the needs of all students.

The New Jersey School Counseling Initiative began as a grass roots initiative in the 1980s, responding to the needs of New Jersey's school counselors. Faced with shrinking time for counseling, increased case loads, and non-counseling duties, school counselors sought new program models, and multifaceted interventions for the changing student population. Their efforts culminated in the first New Jersey Model recognized nationally by ASCA. Through workshops, state funded projects (NJSCI and New Jersey Student Support Services Planning and Deveopment Initiative), and pilot school programs, counselors continued the momentum. The revised model reflects the programs of many local school counseling initiatives and incorporates the influences of the national educational agenda, the changing population, and research into empirically supported practices in counseling and school intervention.



In Abbott II, the NJ Supreme Court ruled that the education provided to urban school children was inadequate and unconstitutional. The Court in Abbott II and in subsequent rulings, ordered the State to assure that these children receive an adequate - and constitutional - education through implementation of a comprehensive set of programs and reforms, including standards-based education supported by parity funding; supplemental programs; preschool education; and school facilities improvements.

<http://www.edlawcenter.org/ELCPublic/AbbottvBurkeAbbottProfile.htm>

## 1.6 Timeline of critical events influencing the NJSCI

- 1980** *Guidelines for Comprehensive Guidance and Counseling Services* is produced by the NJDOE referencing NJAC 6:8-2.1 (c) 5 and 4.3 (f) “Comprehensive guidance services for each pupil”. The project was coordinated by Jacqueline Stefkowich and included Dr. Bill Bingham, Dr. Richard Evans, Roslyn Gross, Holden Hackett, Dr. Madelyn Healy, Murray Itzenson, Bernard Novick, and Lillian Werenne.
- 1983** *A Nation At-risk: The Imperative of Educational Reform*– a report by the National Commission on Excellence in Education, launches the movement to reform education
- 1987** *Developmental Guidance and Counseling: A Practical Approach (Myrick)* is published, offering a comprehensive developmental counseling model.
- 1988** *The Forgotten Half: Pathways to Success for America’s Youth and Young Families* by the W.T. Grant Foundation focuses on the Commission’s perceived failure of public schools to provide necessary workplace skills for students not choosing to attend college.  
*Developing and Managing Your School Guidance Program (Gysbers and Henderson)* is published as a “how to manual” for developing and implementing a comprehensive school counseling program.  
*A meeting at New Jersey Counseling Association Conference (NJCA) was held to begin a dialogue about the critical issues facing school counselors in New Jersey.* Present at that meeting were State Board of Education representatives, Jim Whitlege, ASCA President, and representatives from the New Jersey Professional Counselors Association (NJCA) and New Jersey School Counselors Association (NJCA).  
*The New Jersey Developmental Guidance and Counseling Initiative (NJDGI), later called the NJSCI* – begins as a “... grassroots effort across the state to build support for developmental school counseling programs”. A 27 member steering committee launched the NJDGI to promote awareness of the critical importance of school counseling programs, and to develop a model that encouraged local school initiatives.
- 1989-1991** *NJDGI conducts Walking the Talk* workshops for counselors across the state to promote awareness of the Initiative and the national movement. Leaders of the profession, including Dr. Bob Myrick, Ms. Nancy Perry, Dr. Courtland Lee, and Dr. Bob Bowman shared their expertise.
- 1990** *Children Achieving Potential: An Introduction to Elementary School Counseling and State Level Policies (Glassoff & Kaprowicz)* is published, advocating for elementary counseling programs, citing models from several states. ASCA’s governing board votes to call the profession School Counseling.
- 1991** *Charting the 21st Century: A Developmental School Counseling Model for New Jersey.* is published by the New Jersey Association for Counseling and Development (now NJCA) and The New Jersey School Counselors Association. The name was amended to The New Jersey Developmental School Counseling Initiative in 1992, reflecting the systemic role of school counseling.

- 1991-1992** *NJDGI* provides “Getting Started” training for the Model in three statewide workshops for school counseling teams.
- 1992** *ASCA* awards “The Researcher/Writer of the Year” to Jane Webber (Runte), Barry Mascari, and Jim Lukach for principal authorship of the New Jersey Developmental Guidance and Counseling Initiative’s document, *Charting the 21st Century: A Developmental School Counseling Model for New Jersey*.
- 1994** *Goals 2000: The Educate America Act* promotes “raising the bar” to improve educational achievement for all leading to academic standards across all disciplines and new high-stakes testing in the majority of the states.
- 1997** *Sharing the Vision: The National Standards for School Counseling Programs (Campbell & Dahir)* is published, reflecting the growth of the national movement to participate in the national reform agenda.
- What Work Requires of Schools: A SCANS Report for America 2000* is released by the US Department of Labor emphasizing the need for skills for the non-college bound student.
- Transformation of the Role of the School Counselor* is released by the Education Trust (funded by the Reader’s Digest Foundation) focusing on new roles for school counselors to helping close the achievement gap
- 2000** *NJAC 6A:8-3.2 (annual adoption of the school counseling program)* is enacted.  
 “District boards of education in fulfillment of the Core Curriculum Content Standards, shall develop and implement a comprehensive guidance and counseling system to facilitate career awareness and exploration for all students.”



*NJAC 6A: 8-3.2; iii (1-3)*

*District boards of education shall implement a developmental career guidance and career awareness program, linked to the Core Curriculum Content Standards, which:*

- I. Is infused throughout the K-12 curriculum as appropriate for all students;*
- II. Is supported by professional development programs;*
- III. Takes into consideration the Career Development Standards of the National Standards for School Counseling Programs of the American School Counselor Association in the following three areas of student development*

- (1) academic development*
- (2) career development*
- (3) personal/social development.*

*The New Jersey School Counseling Initiative* is funded by the New Jersey Department of Education in collaboration with NJSCA to assist districts develop and implement local comprehensive school counseling programs.

*The New Jersey Student Support Services Planning and Development Initiative* is funded by the Department of Education, in collaboration with the New Jersey School Counselor Association, to design and implement the optimum configuration and systems for delivering and sustaining student support services for their school population.

*The Center for School Counseling Outcome Research* is established at the University of Massachusetts to enhance school counseling nationally by providing leadership in research.

- 2001** *No Child Left Behind Act* requires schools “to insure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments” (NCLB, 2002).

*New Jersey School Counselor Initiative’s School Counselor Academy* is held for 15 pilot districts. The New Jersey Department of Education funds the creation of CD-ROMs of the National Standards for every school counselor in NJ.

*Summit I Tucson* brings together leaders about the future in the profession to create a national model for school counseling.

- 2002** *New Jersey School Counselor Initiative’s* pilot schools conduct three regional workshops to assist other districts in developing their program.

*Summit II – Washington DC* finalizes the ASCA national model draft.

*The ASCA National Model* draft is released at its national conference in Miami for review and response from the membership.

*Piscataway Counseling Program* is the first New Jersey recipient of the ASCA National Exemplary Program Award and the Planning for Life Award for New Jersey and recognized nationally as one of the top seven programs in the US.

- 2003** The ASCA National Model: A Framework for School Counseling Programs is published.

The National Center for Transforming School Counseling, the Education Trust and MetLife combine efforts to establish the Center as a nationwide network of organizations, state departments of education, universities, and professional associations involved in transforming school counseling.

*Bullying legislation (18A:37-13 & NJSA 10:5-1 to 42)* is adopted to insure a safe and civil environment in schools free from harassment, intimidation, and bullying.

- 2004** *NJSCA/NJDOE Advisory Board* is formed to assist in reviewing and revising the original NJSCI.

*School counselor certification and title* are revised by NJDOE. . A master’s degree from an approved 48-credit program and 600-hour school counseling internship, aligned with the standards of the Council for the Accreditation of Counseling and Related Education Programs (CACREP, 2004), underscore the emphasis on the unique professional training of school counselors. Teaching certificate and teaching experience requirement are eliminated.

*The Seventy Percent Solution is published by the John Heldrich Center at Rutgers, calling upon parents, students, policymakers, and educators to recognize the new realities of a changing economy – and to support lifelong learning for people at all levels of academic achievement. <http://www.heldrich.rutgers.edu/>*

*New Jersey Principals and Supervisors Association collaborates with NJSCA to produce Part III of the NJSCI Model: Legal and ethical issues for the school counselor.*

**2005** *NJSCA receives a grant from Verizon New Jersey through its New Jersey Access Initiative (ANJ) for website enhancement which will include a downloadable version of the NJSCI.*

*More than 10 years later, the Initiative presents a revision of its original model. Since those first meetings, the Initiative has grown through two collaborative grant programs with the New Jersey State Department of Education, the New Jersey School Counseling Initiative (SCI, 2000, 2001), and the New Jersey Student Support Services Planning Development Initiative (SSSPDI, 2000, 2001, 2004).*

## 1.7 Before you start

Before beginning Section 2, completing this self-assessment of readiness will help you find out whether your district is ready to implement the NJSCI and what you can do to get ready.

<b>Components:</b>	<b>Yes</b>	<b>What can we do if the district is not ready?</b>
<b>A. Community Support</b>		
1. The school board recognizes school counseling is important for all students.		
2. The school board believes school counselors play a significant role in closing the achievement gap.		
3. Parents understand the benefits of the school counseling program.		
4. Parents support the school counseling program.		
5. Students see the school counseling program as an important resource.		
6. Teachers (PreK-12) view the school counseling program as valuable.		
7. Teachers (PreK-12) collaborate with school counselors to meet the school counseling program's goals and objectives.		
8. Teachers recognize school counselors for their expertise on issues that have an impact on learning and teaching.		
9. Parents from all racial/ethnic and socioeconomic backgrounds see school counseling as an important source of help for all students.		
10. Influential business and community leaders are familiar with and support the school counseling program.		
11. Community leaders are eager to serve on a school counseling advisory board.		
<b>B. Leadership</b>		
1. The superintendent views the school counseling program as an essential component of the district's mission.		
2. The superintendent believes the school counseling program helps support students' academic achievement.		
3. The school counseling program has a full-time, district-level leader who is respected by the superintendent, principals, and school counselors.		
4. The district commits resources to support the school counseling program.		



Components:	Yes	What can we do if the district is not ready?
5. The district's school counseling leader communicates the relationships between school counseling activities and student learning outcomes.		
6. The district's school counseling leader initiates and coordinates systemic change in the school counseling program.		
7. The majority of principals support school counselor involvement in developmental and preventive activities.		
8. The majority of principals believe school counselors play a role in helping student academic achievement.		
9. The majority of principals are receptive to redefining their school counselors' activities.		
10. The majority of principals are receptive to creating yearly plans with their school counselors.		
11. The majority of principals are committed to removing school counselors from routine clerical/ administrative duties in order to devote their time (at least 85%) to activities directly benefiting students.		
<b>C. Counseling Curriculum</b>		
1. The school counseling program uses a set of student learning objectives that have measurable student outcomes.		
2. The school counseling program uses a set of developmentally appropriate objectives by grades.		
3. The school counseling program uses a set of student learning objectives based on the ASCA National Standards and/or the NJSCI.		
4. The school counseling program uses a set of student learning objectives adopted by the board of education.		
<b>D. Staffing/Time Use</b>		
1. School counselor student assignment is consistent with national recommendations (e.g., 300 students/elementary counselor, 200 students/middle school-high school counselor).		
2. School counselors spend at least 85% of their time in activities directly benefiting students.		
3. School counselors spend at least 25% of their time delivering the school counseling curriculum to promote student development and prevent problems.		

Components:	Yes	What can we do if the district is not ready?
4. School counselors spend less than 30 percent of their direct service time responding to crises and emergencies.		
5. Clerical tasks are performed by secretaries or other non-professionals rather than counselors.		
6. School counselors interpret test results, rather than coordinate or administer tests.		
<b>E. School Counselors' Beliefs and Attitudes</b>		
1. School counselors are open to change.		
2. School counselors believe it is important to develop a program based on the NJSCI.		
3. School counselors see themselves as responsible for helping all students' academic achievement.		
4. School counselors believe it is important to demonstrate that students are different as a result of the counseling program.		
5. School counselors believe it is important to collect outcome data to modify interventions.		
6. School counselors agree on a mission statement that establishes the school counseling program as an essential educational program designed to serve all students.		
7. School counselors devote time to learn new skills.		
8. School counselors see themselves as advocates for under served students.		
9. School counselors support and participate in professional counseling organizations.		
<b>F. School Counselor Skills</b>		
1. School counselors are competent in providing a wide range of interventions (group counseling, individual counseling, consultation, counseling curriculum, whole school programs).		
2. School counselors understand the individual, family, and systemic factors affecting academic achievement and the achievement gap.		
3. School counselors identify the relationship between school counseling activities and student performance.		
4. School counselors can identify evidence-based interventions that enhance academic achievement, career development, and personal/ social development.		
5. School counselors are advocates for under served students.		

Components:	Yes	What can we do if the district is not ready?
6. School counselors measure how students are different as a consequence of their interventions.		
7. School counselors use institutional data (e.g., achievement, attendance, school climate surveys) to describe current problems and set goals.		
8. School counselors can access needed student data from electronic record keeping systems		
9. School counselors use technology to more effectively deliver the school counseling program.		
10. School counselors use technology to more efficiently communicate with students, parents, and colleagues.		
11. School counselors use leadership skills effectively in their schools.		
12. School counselors establish goals and objectives for school counseling in their assigned schools.		
13. School counselors collect and report data demonstrating the program's impact on students.		
<b>G. District Resources</b>		
1. The district's school counseling program uses appropriate instruments to measure student change in academic development, career development, and personal/social domains.		
2. The district provides school counselors with regular institutional data (disaggregated student achievement, attendance, and school climate data) in user-friendly form.		
3. The district uses a school counselor performance evaluation system to evaluate counselor effectiveness in a broad range of activities (e.g., small group counseling, individual counseling, whole school, classroom, and consultation).		
4. The district uses a school counselor performance evaluation system based upon professional performance standards.		
5. The district uses a school counselor performance evaluation system connected to meaningful professional development.		
6. The district uses a system for ensuring that all school counselors have access to developmental supervision for improving their counseling.		
7. The district provides and encourages professional development to help school counselors develop and/or maintain skills necessary to deliver their program.		
8. The district school counseling leader uses an ongoing system to monitor outcomes and continuously improve programs in each school.		

Components:	Yes	What can we do if the district is not ready?
9. The district school counseling leader uses a system of periodic program evaluation for the entire school counseling program.		
10. The district school counseling leader uses a system for coordinating school counseling program activities (e.g., a master calendar).		
11. The district school counseling leader has implemented a system ensuring good communication and information sharing across the school counseling program.		

**Adapted from: American School Counselor Association (2004).**

Are you ready for the ASCA National model? *The ASCA National Workbook: A Companion Guide to Implementing a Comprehensive School Counseling Program.*

**Optional scoring information**

Below are topics that address specific areas of readiness for starting your program. You can use this key to identify areas of weakness that need to be addressed before beginning your program.

***School Counseling District Leadership***

Questions: Leadership #3, 5, 6, and District Resources # 8, 9, 10, 11.

***School and Community Leaders’ Recognition of the School Counseling Program***

Questions: Leadership #1, 2, 4, Community Support #1, 2, 10, 11, and School Counselor Skills #11.

***Building Administrator Support for NJSCI Activities***

Questions: Leadership #9, 10, 11.

***NJSCI Implementation Facilitators***

Questions: Staffing/Time use #1, 2, District Resources #2, 6, 7, and School Counselor Skills #6, 7.

***School Counseling Policies and Procedures***

Questions: Counseling Curriculum #1, 2, 3, 4, and District Resources #1, 3, 4, 5.

***School Counselor Advocacy Skills, Beliefs, and Attitudes***

Questions: School Counselor Beliefs, Attitudes #2, 5, and School Counselor Skills 1, 2, 3, 4, 5.

***NJSCI Model Implementation Barriers – Attitudinal and Time***

Questions: School Counselors’ Beliefs and Attitudes #1, 4, 7, and Staff Time Use #3, 4, 5.

***Comprehensive Developmental Focus***

Questions: Leadership #7, 8, 9, School Counselors' Beliefs and Attitudes #3, 6, 8, and School Counselor Skills #11, 12.

***Support and Respect of School Counseling Program Stakeholders***

Questions: Community Support #3 – 9.

***School Counselor Technology Skills***

Questions: School Counselors' Skills #8, 9, 10.