

MSCA Legislative Priorities

****Adopt the ASCA model with the Michigan Annual Performance Evaluation as a best practice in the FY 2015-16 School Aid Budget.** This model requires that 80% of a school counselor's time be spent in an educational, preventative, direct and indirect delivery system to students.

****The Best Practice Model is an essential initiative to ensure that students are provided all the resources needed by adequately trained, credentialed school counselors.**

In 1995, the Michigan State Board of education approved the Michigan Comprehensive Guidance and Counseling Program which created the model program for school counselors to use in Michigan schools. Revisions were made in 1997 and 2005. It defines school counseling as a program that provides services for ALL students. MSCA has also developed an annual management agreement and school counselor evaluation tool. Currently the tool is available to schools for a nominal fee and the implementation of the program is free. That being said, some schools either do not know about the program or have chosen not to utilize it.

Currently, MSCA is promoting the ASCA National Model: A Framework for School Counseling Programs (2012) which is available to all schools for a nominal fee and the implementation of the program is free. That being said, some schools either do not know about the program or have chosen not to utilize it.

*****MSCA proposes that the implementation of the program continue to be recognized as a best practice within the School Aid Budget. MSCA also has proposed that the ASCA National Model be adopted as Michigan's and that additional tools for evaluation and the management agreement be attached. We are waiting on that to be adopted.**

With recent conversations on the mental health of students, this measure would continue to ensure that school counselors present in schools would be best utilized for appropriate services and programing for students. School counselors counseling students would be equipped with the essential training and most current tools needed and could use them in the most effective way. The evaluation tool provides the appropriate counselor assessment.

Your support on this is necessary, beneficial, and appreciated during the appropriations process.

*****The School Counselor Pilot Program would provide data on the effect of school counselors and various success factors for students.**

In the 2010-11 school year, the student to counselor ratio in Michigan was 706:1, 4th worst in the nation. This creates red flags in the areas of behavioral accountability, accurate academic assessment of needs, college readiness and career preparedness.

The American School Counselor Association (ASCA) recommends a student to counselor ratio of 250:1. We recognize this may not be feasible in some schools yet one cannot deny that the current ratio is a non-starter to accomplishing a true assessment of mental health, academic assessment, college readiness, and career preparedness for students.

Through the MDE grant process, **MSCA proposes and supports a pilot program:** that would select 3 districts, one rural, one urban, and one suburban, that currently have no counselors or that exceeds the ASCA suggested ratio, and to provide them with grant funding for additional counselors. This would help to provide much needed data on the relationship between school counselors and the overall success of students.

The initial bill was introduced in 2009 by Marie Donigan. It has taken on increased importance as school counselors are integral to the increased focus on student mental health, academic requirements, college readiness, and career preparedness.

****Reduce the student to school counselor ratio in Michigan schools.** The current Michigan student to counselor ratio is even greater than the 2010-11 ratio of 706:1. This places our state 4th worst in the nation for the lack of school counselors in schools. Students in all schools (K-12) need the experience of appropriately trained and credentialed school counselors. *Reference the significant loss of elementary counselors, some at the middle school, and the move to dilute the strength and work of high school counselors through 'assistants' in career and college prep and mental health.*

****Enforce the School Counselor Section of the Revised School Code.** Currently many schools have circumvented the language of the School Code and have hired non-credentialed persons to handle functions specifically mentioned in the School Code. School counselors are a part of the daily culture and fabric of every school. They provide the consultative, collaborative piece between students, parents, educators, and they are the frontline mental health professionals every day.

While we believe that every person within a school system and the education of our students is important, we have found there is confusion about the roles that each of us plays in the process.

The Revised School Code specifically lays out the roles and responsibilities of school counselors. Unfortunately schools have often placed our roles as school counselors in the most expendable when cost-cutting measures must be made. Unfortunately this either leads to no school counselors or the hiring of people who are not adequately trained and credentialed as school counselors yet they work in and perform the school counselors' roles.

We are asking you to encourage and request the school administrators in your district that they ensure that those performing school counselor duties are properly trained, licensed, and credentialed school counselors rather than those who are in other roles such as social workers, paraprofessionals, peer counselors, or community volunteers. Our students deserve nothing less.



ASCA MINDSETS & BEHAVIORS FOR STUDENT SUCCESS

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Resources Used in Development of ASCA Mindsets & Behaviors

The following documents were the primary resources that informed ASCA Mindsets & Behaviors.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
ASCA National Standards for Students	American School Counselor Association	Describes the knowledge, attitudes and skills students should be able to demonstrate as a result of the school counseling program.
AVID Essentials at a Glance	AVID	Promotes a college readiness system for elementary through higher education that is designed to increase schoolwide learning and performance.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready, and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Collaborative Counselor Training Initiative	SREB	Offers online training modules for middle grades and high school counselors that can improve their effectiveness in preparing all students for college, especially those from low-income families who would be first-generation college students.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Eight Components of College and Career Readiness Counseling	College Board	Presents a comprehensive, systemic approach for school counselors to use to inspire and prepare all students for college success and opportunity, especially students from underrepresented populations.
English Language Arts Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the English Language Arts Certificate.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
NETS for Students 2007	International Society for Technology in Education	Describes the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.
Ramp-Up to Readiness	University of Minnesota	Provides a schoolwide guidance program designed to increase the number and diversity of students who graduate from high school with the knowledge, skills and habits necessary for success in a high-quality college program.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing on standards

and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the Common Core State Standards are encouraged to align competencies with their state's academic standards and can use the competencies from the ASCA Mindsets & Behaviors as examples of alignment.

ASCA Mindsets & Behaviors Database

The grade-level competencies are housed in the ASCA Mindsets & Behaviors database at www.schoolcounselor.org/studentcompetencies. School counselors can search the database by keyword to quickly and easily identify competencies that will meet student developmental needs and align with academic content as appropriate. The database also allows school counselors to contribute to the competencies by sharing other ways to meet or align with a specific standard.

Citation Guide

When citing from this publication, use the following reference:

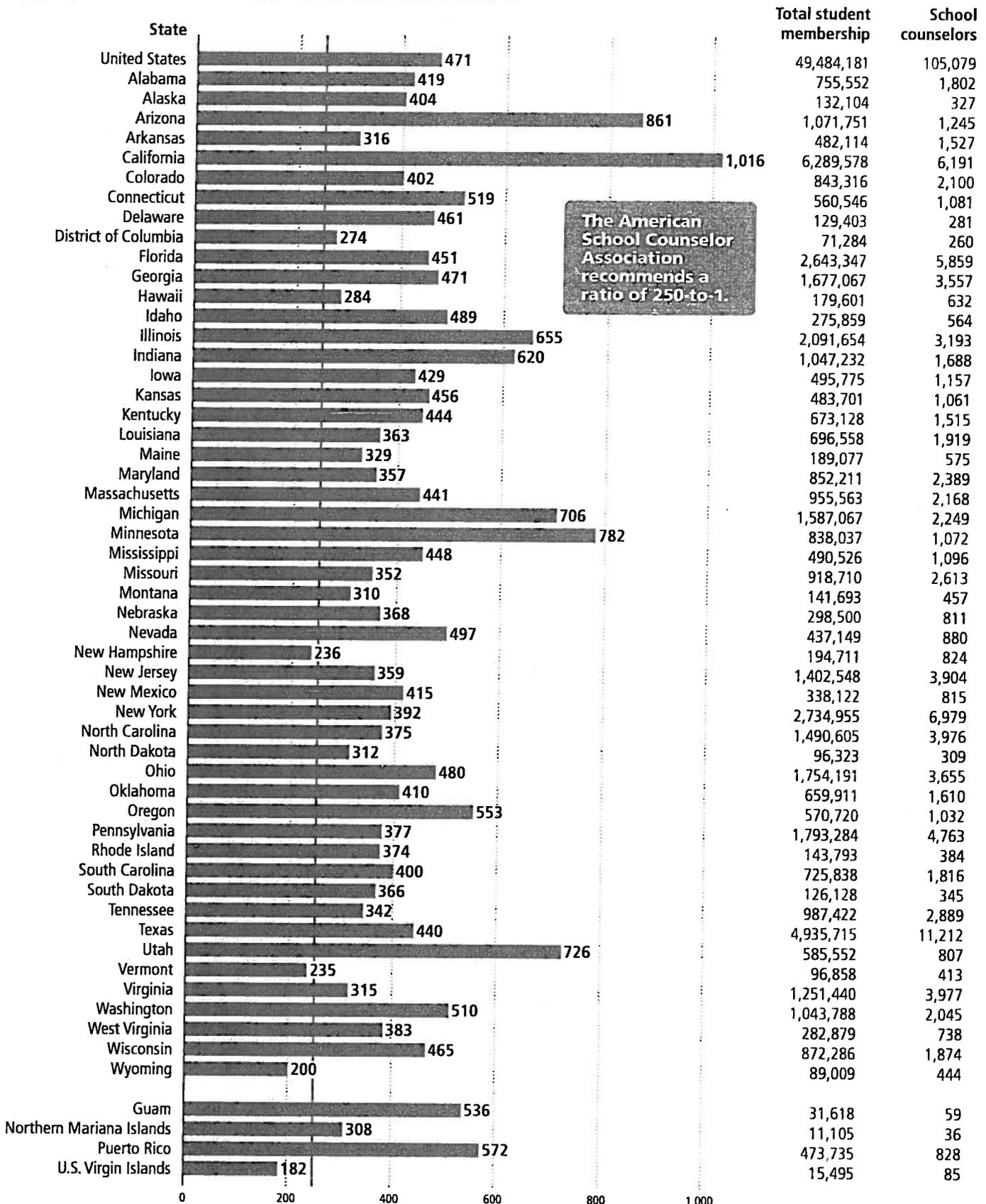
American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.





AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

Student-to-School-Counselor Ratio 2010-2011



The American School Counselor Association recommends a ratio of 250-to-1.

SOURCE: U.S. DEPARTMENT OF EDUCATION, NATIONAL CENTER FOR EDUCATION STATISTICS, PUBLIC ELEMENTARY AND SECONDARY SCHOOL STUDENT ENROLLMENT AND STAFF COUNTS FROM THE COMMON CORE OF DATA: SCHOOL YEAR 2010-2011, FIRST LOOK

Why Elementary School Counselors

"Today's young people are living in an exciting time, with an increasingly diverse society, new technologies and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders and citizens, every student needs support, guidance and opportunities during childhood, a time of rapid growth and change. Children face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement."

– "Toward a Blueprint for Youth: Making Positive Youth Development a National Priority,"
U.S. Department of Health and Human Services

Elementary School Students' Developmental Needs

The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success.

Meeting the Challenge

Elementary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Elementary school counselors don't work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve school success. Professional school counselors align with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school counseling program. ASCA's National Standards in the academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework For School Counseling Programs (ASCA, 2002), with its data-driven and results-based focus, serves as a guide for today's school counselor who is uniquely trained to implement this program.

Why Middle School Counselors

Today's young people are living in an exciting time, with an increasingly diverse society, new technologies, and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders, and citizens, every student needs support, guidance, and opportunities during adolescence, a time of rapid growth and change. Early adolescents face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement.

Middle School Students' Developmental Needs

Middle school is an exciting, yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends to provide comfort, understanding and approval.

Meeting the Challenge

Middle school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Middle school counselors do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve success in school. Professional school counselors align with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school counseling program. The ASCA National Standards in the academic, National Model: A Framework For School Counseling Programs, with its data driven and results-based focus serves as a guide for today's school counselor who is uniquely trained to implement this program.

Why Secondary School Counselors?

Today's young people are living in an exciting time, with an increasingly diverse and mobile society, new technologies, and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders, and citizen", every student needs support, guidance, and opportunities during adolescence, a time of rapid growth and change. Adolescents face unique and diverse challenges, both personally and developmentally, that impact academic achievement.

Secondary School Students' Developmental Needs

High school is the final transition into adulthood and the world of work as students begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, the scholarship and financial aid application process and entrance into a competitive job market.

Meeting the Challenge

Secondary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Secondary school counselors do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school. Professional school counselors align and work with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school-counseling program. The ASCA National Standards in the academic, career, and personal/social domains are the foundation for this work. The ASCA National Model: A Framework for School Counseling Programs (2), with its data-driven and results-based focus serves as a guide for today's school counselor who is uniquely trained to implement this program.

Why Postsecondary School Counselors?

The Challenge

Increased needs of students, parents, teachers and other school personnel require that school counselors/supervisors and counselor educators continually expand their knowledge and skills. State certification requirements for school counselors in supervisory roles have increased for both initial certification and continuing education. In addition, national professional certification organizations require continuing in-service training and supervision.

A Certified and/or Licensed Professional

All counselors must hold a master's degree and meet additional certification requirements as defined by each state. These degree and certification requirements include the completion of supervised practicum and internship experiences. Many states require that school counselors/supervisors hold administrative and/or supervisory licenses in addition to school counseling certification.

The Professional Development Needs of School Counselor Supervisors, Postsecondary School Counselors and Counselors/Educators

The professional preparation and continuing education of school counselor supervisors, post-secondary counselors and counselor educators includes:

- Pre-service instruction and supervision in the development of counseling skills and school counseling program curricula
- Supervised field experiences and internships in public schools
- In-service seminars and workshops, which enhance program implementation through individual and group supervision
- Appropriate state credentials
- Post-master's study and/or doctoral degree in school district administration, supervision, counselor education, counseling psychology or a related area

Supervision of a Comprehensive and Developmental School Counseling Program

A comprehensive and developmental school counseling program focuses on the needs of all students in three areas of development: academic, career and personal/social. The primary responsibility of the school counselor supervisor in a school district is to design and implement a comprehensive, developmental counseling program based upon the identified needs of the students in the individual school building or system. The coordination and supervision of the school counseling program at college/university level ensures the quality of the program students study throughout their K-12 educational training.