The Texas Model for Comprehensive School Counseling Programs, 5th ed.

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Session Objectives

The purpose of today’s presentation overview is to:

• Introduce participants to the revision of the *Texas Model for Comprehensive School Counseling Programs*

• *College Admission and Financial Aid (TEC 28.026)*
Overview of Changes

Existing Guide
- Basis for CDGCP
- Program Model
- Responsibilities of School Counselors
- The Scope and Sequence of a Guidance Curriculum
- Implementation Process
- Evaluation Process

Revised Guide
- Introduction to Guide
- School Counselor Responsibilities
- Implementation Process/Cycle
- Foundational Components
- Program Structure: Service Delivery Components
- Counseling Program Scope and Sequence
Introduction
Introduction to Model Guide

• Establishes the need for a comprehensive program
• Identifies unique training and qualifications of School Counselors
• Describes the benefits of a comprehensive, developmental counseling program
• Establishes the School Counselor’s role as an integral part of the overall educational, personal, social, and career development of students
Format of Introduction

- Purpose of the Guide
- History of the Guide
- *Statutory Requirements Related to School Counseling
- *Related Code of Ethics (Educators code, ACA, ASCA)
- *For Whom the Guide is Intended
- What is Included in the Guide
- Rationale for the Guide
- Definition of a Comprehensive School Counseling Program
- Assumptions of the Guide
- References
Purpose of the Guide

• Describe the Texas Model for Comprehensive School Counseling Programs
• Outline process for tailoring programs to meet diverse needs of Texas public schools
• Act as a resource to identify quality program standards/goals to enhance counseling programs
• Reflect transformation of school counseling profession
• Provide framework for transforming individual and district level school counseling programs
History of the Guide

1990
- TEA Guidance Advisory Committee defined counseling programs in Texas public schools and established goals

1991
- First Guide introduced by TEA

1995
- Incorporated into TEC as requirement for all elementary schools chosen for grant project

1997
- 2nd ed. published to reflect changes in the professional and statutory requirements

1998
- 3rd ed. released reflecting language changes related to stakeholder concerns

2001
- TEC Chapter 33 created statutory requirement for all Texas public schools to implement a comprehensive program

2004
- 4th ed. released at recommendation of TEA Guidance Advisory Committee for update to reflect current needs of Texas students

2015
- TCA response to School Counselors requesting update to reflect evolution of the profession and statutory requirements
## Statutory Requirements

<table>
<thead>
<tr>
<th>Statutory Reference</th>
<th>Topic</th>
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<tr>
<td>TAC §239.15, TEC §21.003</td>
<td>Standards for obtaining CSC, certification required</td>
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<td>TEC §21.003</td>
<td>Continuing education requirements</td>
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<tr>
<td>TEC §33.003-33.007</td>
<td>Duties of CSC and components of CSCP</td>
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<td>TEC §21.356</td>
<td>Update of CSC duties and evaluation form</td>
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<td>TEC §37</td>
<td>DAEP requirements for counseling</td>
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<td>TEC §11.252</td>
<td>Suicide &amp; violence prevention, conflict resolution</td>
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<td>TEC §28.025</td>
<td>Advisement on diploma options</td>
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<td>TEC §28.026</td>
<td>College admission and financial aid notifications</td>
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<td>TEC §28.054</td>
<td>Subsidies for AP and IB tests</td>
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<td>TEC §29.911</td>
<td>Generation Texas Week</td>
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<td>TEC §38.010</td>
<td>Referral to outside counselor</td>
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</table>
College Admission and Financial Aid (TEC §28.026)

• In this section, details regarding notifications to students and parents regarding requirements for automatic admission to postsecondary institutions and curriculum requirements for financial aid as outlined in TEC §51.803.

• Counselors are required to provide a detailed explanation of TEC §51.803 upon enrollment in the first high school course and again during the senior year.

• In addition, students who are juniors and have a grade point average in the top 10 percent of the student’s high school class must receive written notification of the student’s eligibility for automatic admission no later than 14 days after the last day of the fall semester.
Dissemination of Information

• In accordance with Texas Education Code (TEC), §28.026, each high school in the school district must post appropriate signs regarding automatic college admission as outlined under the Uniform Admission Policy (TEC, §51.803). District staff must post signs in each
• counselor's office,
• principal's office, and
• administrative building.
To assist in the dissemination of this information, the school district must

• require that each high school counselor and class advisor receive a detailed explanation of the substance of the Uniform Admission Policy;

• provide each student, at the time the student first registers for one or more classes required for high school graduation, with a written notification of the substance of the Uniform Admission Policy; and

• require that each high school counselor and senior class advisor explain to eligible students the substance of the Uniform Admission Policy.
Laws and Rules

- The following links provide information about the laws and rules for automatic college admission:
  - TEC §51.803, Automatic Admission: All Institutions
  - TEC §28.026, Notice of Requirements for Automatic College Admission and Financial Aid
  - TAC §61.1201, Notification of Automatic College Admission
Resources

- Explanation of Automatic College Admission (PDF, 35KB)
- Notification of Eligibility Form for Students Eligible to Enter College in 2020 (PDF, 48KB)
- Notification of Eligibility Form for Students Eligible to Enter College in 2019 (PDF, 48KB)
Notification of Eligibility

• In accordance with TEC, §28.026, and Texas Administrative Code (TAC), §61.1201, school districts are required to provide written notification of eligibility for automatic college admission under the Uniform Admission Policy (TEC §51.803) to students before the 14th day after the last day of the fall semester. Districts are required to notify
  • each eligible senior,
  • each junior with a grade point average in the top ten percent, and
  • the student’s parent or guardian.
Purposeful Redundancy

• Intentional decision to repeat elements throughout the guide
• Provides reinforcement of critical elements
• Designed to be utilized for individual and district level application

• Example:
  • Rationale
  • Definition
  • Assumptions
  • Resources Needed
Section I
School Counselor Responsibilities
Section I: School Counselor Responsibilities

• School Counselor characteristics and training
• Updated TEMPSC II School Counselor Responsibilities- TEC 33.006, Professional Behaviors and Standards
  • Updated areas of focus - data collection/utilization; diversity and cultural needs; cultural/linguistic bias in assessment tools; use of assessment tools within practice scope and policy; reflective professional practice

• *Addition of two new responsibilities:
  • Advocacy - respect for diversity; students; safe schools; comprehensive program implementation; eliminate impediments to student success; appropriate school counselor roles
  • Leadership - program implementation; personal/social needs of students; diverse needs of students

• *Sample Job Description utilizing counselor responsibilities
Section II
Program Implementation Cycle
A Roadmap for Enhancing Your Program
Section II: Program Implementation Cycle

Organizing

Designing

Planning

Implementing

Evaluating
Section II: Program Implementation Cycle

Explanation of Cycle Steps:

• Organizing-Commit to change; identify leadership
• Planning-Adopt the CSCP model; assess current program
• Designing-Establish/publish program design; master plan for change
• Implementing-Make program improvements; use school counselor competencies
• Evaluating-changes made; program design; implementation; professional school counseling staff

*This section comes earlier in the manual to introduce the subsequent sections. It provides the outline for moving or enhancing the existing program to the comprehensive model.
Section III
Foundational Components
Section III: Foundational Components

*How to develop and use needs assessment and program evaluation data to develop campus/district program:

• *Mission Statement
• *Definition
• *Rationale
• *Program Assumptions
• *Program goals (SMART goals)
• *Desired Program Design Priorities
• *Program Evaluation

*For each foundational component and related goals, priorities, evaluation, step by step instructions and structured opportunities to practice articulation of each is provided.
Creating a Mission Statement

• Does the program mission statement align with the campus’ mission statement?
• Does it align with the overall district’s mission statement?
• Does it identify who the program serves?
• Does it indicate access for all students?
• Is it concise and easily communicated?
Defining the Campus Program

Elements that define your campus program include:

• Who delivers the campus program?
• What competencies will students attain?
• What clients are served through the program?
• How is the program organized?
Developing Rationale for Your Campus Program

Points to consider when developing rationale:

• The importance of the school counseling program as an equal partner in the educational process

• The reasons why students need to acquire competencies

• Why the program will enable students to develop their full potential

• Conclusions that can be drawn from various assessments

• Clarification of campus goals
Program Assumptions

• Establishes conditions required for development and implementation of program

• Identifies resources needed
  • Staff
  • Program and Staff Development
  • Budget
  • Materials, Supplies, and Equipment
  • Facilities
Establishing Goals of the Campus Counseling Program

SMART Goal development

- **Specific** – Make things explicit so there is not room for misinterpretation; What will the outcome be? Who will be responsible?
- **Measurable** – Defining the criteria or evidence so as to indicate the outcome desired; How will we know when we’ve achieved our goal?
- **Achievable** – Goals should be stretching and ambitious, but not unattainable; Is the goal within my control? Can we do this with the resources we have?
- **Relevant** – Goals should be related to the overall goals of the campus and/or district; Is this goal supporting the campus improvement plan? Is it creating conflict with any other campus or district goals?
- **Time-bound** – Setting a deadline by which the goal will be accomplished; When do we need our goal to be accomplished? Are there factors driving or inhibiting the timeline of our goal?
Establishing Goals of the Campus Counseling Program

Data sources for goal development

✓ AEIS reports
✓ TAPR reports
✓ SBDM plans
✓ PEIMS reports
✓ College enrollment reports
✓ Use-of-time logs
✓ Needs assessments
✓ Others?
Program Goals

Use the box below to make notes regarding what data points you have reviewed at your campus, what patterns or areas of significance you find, and which of these can be addressed through the school counseling program.

What data points did you review?

What patterns did you find in your data points?

What areas of significance did you find in your data points?
Program Design Priorities

Desired program design elements should be prioritized to assure the program areas most closely aligned with the established goals are given the greatest consideration during development and implementation of the program.

Prioritizing the following elements:
- Clients to be served (students, parents, teachers, administrators, others)
- Competencies (interpersonal, intrapersonal, personal health & safety, postsecondary planning & readiness)
- Counselor competencies (program management, guidance, counseling, consultation, coordination, student assessment, advocacy, leadership, professional behavior, professional standards)
- Program components (guidance, responsive services, individual planning, system support)
Program Evaluation

Following in the path of these foundational components will set the course and lead the way to an incredibly successful comprehensive school counseling program. However, it will be necessary to regularly evaluate the effectiveness of the program to ensure that each of the foundational components and the program goals are still sound and in line with the needs of the students and the direction of the campus.

- Re-examining data points
- Perception surveys
- Program audits
Section IV
Program Description
Four Service Delivery Components of the Texas Model for Comprehensive School Counseling Programs

**Guidance Curriculum**
- To help all students develop transferable skills in all areas.
- The guidance curriculum is taught in units, through differentiated learning activities in the classroom with planned lessons for various sized groups of students.

**Responsive Services**
- To intervene on behalf of those students whose immediate personal concerns or problems put their continued educational, career, personal, and social development at risk based on the level of need being either preventive, remedial, or crisis.

**Individual Planning**
- To guide all students as they plan, monitor, and manage their own educational, career, personal, and social development.

**System Support**
- Services and management of activities which indirectly benefit students.
- Data Analysis and Accountability services to assure the delivery of a high quality guidance program.
Section IV: Program Description

Program Structure: the four service delivery components (TEC 33.005)

• Components’ overview and definitions
• Blow-Out Graphics
• Comprehensive school counseling and Response to Intervention
• Guidance Curriculum: Scope/Sequence;
• Responsive Services: Levels of service-preventive, remedial, crisis; Stakeholder roles; Related responsive service topics
• Delineated Stakeholder roles (Counselor, Teacher, Parent, and Administrator)
• Expansion of service delivery components
Expansion of Former Concepts

• System Support
  • Program Balance and Recommended Service Distributions
  • Program Management Activities
  • Data and Accountability Services
• Non-Counseling Duties (System Support versus Non-Counseling Duties)
  • Appropriate versus Inappropriate Activities for School Counselors
The School Counseling Pyramid for Comprehensive and Direct Services

• Begin with comprehensive services to all students to specialized interventions based upon identified student needs

• Four Tiers
  • Tier One: All Students Receive Access
  • Tier Two: More Specific/Intentional Services
  • Tier Three: Identification of Specific Students
  • Tier Four: Specialized Services and Referrals
The **School Counseling Pyramid** for Comprehensive and Direct Services

- **Tier One**: Guidance Curriculum (Comprehensive Services for All Students)
- **Tier Two**: Guidance Curriculum (Intentional and Specific: Guidance Curriculum, Small Groups, and Individual Planning)
- **Tier Three**: Small Group and/or Individual Support
- **Tier Four**: Specialized Interventions

- **Responsive Services**
- **Individual Planning**
- **System Support**

Foundation: Continuous school improvement
Guidance Curriculum

• School Counselor Considerations
  • Needs of campus
  • Creation of lessons based on state initiatives, district policy, laws, and education codes
  • Awareness to diverse student populations and differentiated instruction
Responsive Services

• The purpose of responsive services is to support students and offer services in their time of need. Similarly, responsive services can have three levels for school counselor intervention: prevention, remedial, or crisis responses.

• Streamlined the topics that have been identified as high priority topics at the state and local levels.
Responsive Services

• Examples:
  • Preventive Services
    • A student is beginning to exhibit academic challenges in school, which inevitably could affect relationships and school performance.
  • Remedial Services
    • A student is returning to campus after a placement at the alternative school for substance use.
  • Crisis Services
    • The school counselor notices bruises on a student’s arms. When inquiring about these marks, the student discloses that there are more bruises that have been inflicted by a frustrated caregiver. The school counselor must immediately take action.
Individual Planning

- The purpose of individual planning is to assist students, with focused attention, toward their personal goals. Students need opportunity to monitor and understand their own educational, career, personal, and social development, while considering individual need, specialized circumstances/services, and cultural implications.
System Support

- System support is essential to the total school counseling program. System support consists of management activities that establish, maintain, and enhance the total school counseling program. System support can be categorized into three areas:

  - Program Management Activities,
  - Appropriate Student Support Activities, and
  - Data Analysis and Accountability Services.
System Support

• Program Management-Indirect services including time allocated to assess needs, plan, design, implement, and evaluate elements of a comprehensive school counseling program,

  *Example*-the school counselor develops a needs assessment; sends the assessment to stakeholders; gathers the data; disaggregates the data; identifies the priorities; creates a weekly, monthly, and annual calendar based on priority areas;

• Student Support Services- indirect activities that support students’ academic, career, social/personal development and make appropriate use of school counselors’ training and expertise.

  *Example*-the school counselor presents a series of parent sessions to increase awareness of adolescents’ developmental characteristics and needs.
## Program Management: Organization

### DEPARTMENT OF GUIDANCE AND COUNSELING

<table>
<thead>
<tr>
<th>MONTH</th>
<th>Guidance Curriculum</th>
<th>Responsive Services</th>
<th>Individual Planning</th>
<th>System Support</th>
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<tbody>
<tr>
<td>September</td>
<td>• <strong>High School: Interpersonal Effectiveness</strong> (Decision Making, Goal-setting, Planning, Problem-solving skills) &lt;br&gt; Lessons focus on time management, study skills, problem solving  &lt;br&gt; • <strong>Elementary/Middle School: Interpersonal Effectiveness</strong> &lt;br&gt; Lessons focus on developing interpersonal relationships.  &lt;br&gt; • Guidance Curriculum options/Awareness Months: Hispanic Heritage, German American Heritage, Self-Awareness, Self-Improvement, Children’s Good Manner</td>
<td>• Individual counseling  &lt;br&gt; • Screen &amp; Interview students for small group counseling  &lt;br&gt; • Receive referrals from parents, teachers, and administrators for child’s academic or personal struggles  &lt;br&gt; • Receive student self-referrals  &lt;br&gt; • Provide preventive and remedial interventions for crisis on as needed basis  &lt;br&gt; • Parent/Teacher/Administrator consultations  &lt;br&gt; • Provide referrals as needed  &lt;br&gt;</td>
<td>• Goal setting (behavior, academic, social, personal)  &lt;br&gt;</td>
<td>• Coffee with the Counselor  &lt;br&gt; • Counselor Weekly Meetings  &lt;br&gt; • Staff workshop, trainings, and in-service  &lt;br&gt; • Evaluating and collecting data on the effectiveness of program activities</td>
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Domain I: Program Management  <br> Domain II: Guidance  <br> Domain V: Coordination  <br> Domain VIII: Professional Standards  

Domain III: Counseling  <br> Domain IV: Consultation  <br> Domain V: Coordination  <br> Domain VI: Student Assessment  <br> Domain VIII: Professional Standards  

Domain I: Program Management  <br> Domain IV: Consultation  <br> Domain V: Coordination  <br> Domain VI: Student Assessment  <br> Domain VIII: Professional Standards  

Domain I: Program Management  <br> Domain II: Coordination  <br> Domain VI: Student Assessment  <br> Domain VII: Professional Behavior  <br> Domain VIII: Professional Standards
System Support

• Data Analysis and Accountability
  • Data is used to evaluate and demonstrate the effectiveness of the school counseling program in measurable terms
  • 3 types of data to gather and analyze
System Support

• **Process Data** - used to evaluate and provide evidence of how school counselors are allocating time within the four service delivery components and non-counseling duties.

• **Perception data** - allows for the school counselor to measure the knowledge and understanding of stakeholders.

• **Student Outcome Data** - evaluate, discuss, and promote the impact the school counseling program/intervention had on student development. (grade point averages, promotion and attendance rates, and discipline referrals).
Non-Counseling Duties

Guidance Curriculum
Responsive Services
Individual Planning
System Support

Comprehensive School Counseling Program
Non-Counseling Duties

• Non-counseling duties are most clearly defined as administrative or clerical functions.

• Often times the non-counseling related duties can be designated to another staff member.

• Often times school administrators lack knowledge regarding the school counselors’ duties; they tend to assign counselors non-counseling related activities such as lunch duty, discipline, or test administration (Baker, 2001).

• Non-school-counseling duties take away valuable time from implementing a school counseling program that meets the needs of all students.
### Appropriate Activities for Professional School Counselors

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

### Inappropriate Activities for Professional School Counselors

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas (duty)
- keeping clerical records
- assisting with duties in the principal’s office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk
Program Balance

• In order to identify the right program design and to assess whether change in their current program is needed, campus and district personnel must:
  • quantify the balance of the current counseling program;
  • consider the recommendations that are provided on the following pages; and
  • decide on the balance that fits their students’ and community’s needs.
Program Balance

• Graph worksheets for displaying each of these program designs for each level-elementary, middle/junior high, and high schools-are on the following pages.

• These are generalizations; an appropriate local design should be based on local rationale.
Program Balance Service Distribution

**Elementary School Counseling Program**

- Guidance Curriculum: 35-45%
- Responsive Services: 30-40%
- Individual Planning: 5-10%
- System Support: 10-15%
- Non Counseling related activities: 0%

**Middle School Counseling Program**

- Guidance Curriculum: 35-40%
- Responsive Services: 30-40%
- Individual Planning: 15-25%
- System Support: 10-15%
- Non Counseling related activities: 0%

**High School Counseling Program**

- Guidance Curriculum: 15-25%
- Responsive Services: 25-35%
- Individual Planning: 25-35%
- System Support: 15-20%
- Non Counseling related activities: 0%

**Elementary School Counseling Program**

- Guidance Curriculum: 35-45%
- Responsive Services: 30-40%
- Individual Planning: 5-10%
- System Support: 10-15%
- Non Counseling related activities: 0%

**Middle School Counseling Program**

- Guidance Curriculum: 35-40%
- Responsive Services: 30-40%
- Individual Planning: 15-25%
- System Support: 10-15%
- Non Counseling related activities: 0%

**High School Counseling Program**

- Guidance Curriculum: 15-25%
- Responsive Services: 25-35%
- Individual Planning: 25-35%
- System Support: 15-20%
- Non Counseling related activities: 0%
# Recommended Percentages for Program Balance

## Service Distribution

<table>
<thead>
<tr>
<th>Service Delivery Components</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
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<tbody>
<tr>
<td>Guidance Curriculum</td>
<td>35%-45%</td>
<td>35%-40%</td>
<td>15%-25%</td>
</tr>
<tr>
<td>Individual Planning</td>
<td>5%-10%</td>
<td>15%-25%</td>
<td>25%-35%</td>
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<tr>
<td>Responsive Services</td>
<td>30%-40%</td>
<td>30%-40%</td>
<td>25%-35%</td>
</tr>
<tr>
<td>System Support</td>
<td>10%-15%</td>
<td>10%-15%</td>
<td>15%-20%</td>
</tr>
</tbody>
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### Current District Program Percentages

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

### Desired District Program Percentages

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support
Section V
Program Curriculum
Program Curriculum: Changes to Scope and Sequence

• Restructure content areas
• Develop student competency outcomes
• Write goals aligned with new areas
• Identify developmentally appropriate competency indicators
### Existing Guide
- Self-confidence development
- Motivation to Achieve
- Decision-making, Goal-setting, Planning, Problem-solving Skills
- Interpersonal Effectiveness
- Communication Skills
- Cross-Cultural Effectiveness
- Responsible Behavior

### Revised Guide
- Intrapersonal Effectiveness
- Interpersonal Effectiveness
- Post-Secondary Planning and Career Readiness
- Personal Health & Safety
Scope and Sequence Format

Curricular Scope: Defined student competencies within four content areas:

• **Intrapersonal Effectiveness**
  - Positive student self-concept
  - Effective executive functioning skills
  - Appropriate behavior to the situation and environment
Scope and Sequence Format

Curricular Scope: Defined *student competencies* within four content areas:

- **Interpersonal Effectiveness**
  - Effective interactions with diverse populations
  - Effective and appropriate communication skills
  - Recognition of personal boundaries, individual rights and privacy needs of others
  - Effective conflict resolutions skills
  - Development of healthy relationships
  - Incorporation of wellness practices into daily living
  - Demonstration of resiliency and positive coping skills
  - Possession of assertiveness skills necessary for personal protection
Scope and Sequence Format

Curricular Scope: Defined student competencies within four content areas:

• **Post-secondary Planning and Career Readiness**
  
  • Motivation to succeed in personal endeavors
  • Demonstration of career exploration skills
  • Possession of the knowledge and skills to gather information for the purpose of postsecondary education and career planning.
  • Demonstration of awareness of the importance of postsecondary education
  • Understanding of the relationship of academics to the world of work and to life at home and in the community.
Scope and Sequence Format

Curricular Scope: Defined *student competencies* within four content areas:

• **Personal Health and Safety**
  
  • Incorporation of wellness practices into daily living
  • Demonstration of resiliency and positive coping skills
  • Possession of assertiveness skills necessary for personal protection
Scope and Sequence Format

Curricular Scope: K-12 goals for each student competency:

• assist school counselors in structuring activities that address student development across K-12 age spans;
• provide guidance in conceptualizing, planning, and delivering program activities;
• Address student awareness, knowledge, and skills
Scope and Sequence Format

Curricular Sequence: Variation of expectations, or competency indicators, based on students’ K-12 developmental needs and abilities.

• Primary level
• Intermediate level
• Middle/junior high level, and
• High school level
Scope and Sequence Examples
Scope and Sequence Example: Interpersonal Effectiveness

**Interpersonal Effectiveness**

**Students will demonstrate the skills necessary to interact with a diverse population**

**Primary**
- Express pride in their families
- Become aware that happiness can come from feeling secure in their own family & cultural group
- Recognize the traditions/beliefs of their own culture

**Intermediate**
- Identify groups to which they belong because of their background, their family, and their heritage
- Identify the cultural practices their family appreciates and how they affect their feelings of self-worth
- Discuss their own culture open and honestly with others
- Describe their own culture’s customs and expectations

**Middle/High**
- Be able to define culture
- Identify characteristics of the groups to which they belong because of their background, their family, and their heritage
- Analyze the cultural practices their families appreciate and how they affect their feelings of self-worth

**High School**
- Demonstrate an understanding of the elements that result in diversity among individuals and groups
- Evaluate their participation in groups to which they belong because of their background, their family, and their heritage
- Evaluate their culture’s practices and how they affect their feelings of self-worth
- Identify groups to which they belong because of their background, their family, and their heritage
- Analyze the cultural practices their families appreciate and how they affect their feelings of self-worth

**Students will respect others as individuals and accept them for the cultural membership**

**Primary**
- Recognize there are different languages
- Respect others as unique individuals
- Demonstrate awareness of others’ cultural membership
- Become aware of customs and expectations of others’ cultures

**Intermediate**
- Become aware that cultural heritages and traditions differ
- Respect others’ cultures by referring to their culture appropriately
- Become aware that others are both individual and members of cultural groups
- Recognize, accept, respect and appreciate individual differences

**Middle/High**
- Respect the rights of others regardless of individual differences
- Analyze what respecting others as individuals means to them

**High School**
- Assess their beliefs regarding the rights of others regardless of individual differences
- Evaluate how respecting others as individuals enhances interpersonal relationships

**Students will effectively relate with others based on appreciation for differences/similarities**

**Primary**
- Become aware of the meaning of cultural backgrounds
- Become aware that friends may have different/similar families, beliefs, rules, and traditions
- Identify differences/similarities between others and themselves
- Demonstrate appreciation for difference in others

**Intermediate**
- Discuss differences/similarities among various groups
- Be aware of conflicts resulting from differences in values and beliefs & be aware of how bias may contribute to conflict
- Become aware of how understanding & appreciating differences improves how the feel about themselves & their relationships with others
- Discuss how differences among people relate to the uniqueness of individuals

**Middle/High**
- Discuss differences/similarities among various groups
- Be aware of conflicts resulting from differences in values and beliefs & be aware of how bias may contribute to conflict
- Discuss how differences among people relate to the uniqueness of individuals

**High School**
- Become aware of how understanding & appreciating differences improves how the feel about themselves & their relationships with others
- Discuss how differences among people relate to the uniqueness of individuals
Scope and Sequence Example: Intrapersonal Effectiveness

**Intrapersonal Effectiveness**

**Students have a positive self-concept**

- **Primary**
  - Become aware of their personal traits
  - Describe themselves physically
  - Become aware of the importance or liking themselves
  - Denote how their positives, abilities, and limitations contribute to the uniqueness of each individual
  - Accept and appreciate their inherent biological and physical attributes
  - Identify their interests about themselves

- **Intermediate**
  - Demonstrate awareness of what contributes to an accurate self-concept
  - Demonstrate strengths and limitations
  - Describe the information they receive about themselves from standardized measures of achievement, ability, and/or interest
  - Select information and explore their feelings about themselves to determine whether they think their concept of themselves is accurate
  - Demonstrate understanding of how their school performance contributes to their self-concept
  - Analyze how their relationships with others affect their self-concept
  - Become aware of the uniqueness of each individual

- **Middle/High**
  - Assess their progress toward the development of an accurate self-concept
  - Use self-appraisal skills
  - Demonstrate how they manage school/home as an expression of self-concept
  - Identify personal learning styles
  - Analyze beliefs in relation to self-concept

- **High School**
  - Demonstrate acceptance of themselves, including strengths and limitations
  - Analyze/assess their strengths and limitations
  - Describe how they manage school/career as an expression of self-concept
  - Evaluate the impact of peer, personal, and societal expectations on beliefs and self-concept

**Students will appreciate their uniqueness**

- **Primary**
  - Identify similarities/differences between themselves and others
  - Describe how others feel about their personal characteristics
  - Discuss how others feel about their uniqueness

- **Intermediate**
  - Demonstrate understanding that having positive feelings of self-worth is valuable
  - Demonstrate a positive attitude toward themselves as unique and worthy people
  - Demonstrate understanding of what contributes to feelings of self-worth
  - Describe their personal standards
  - Identify their work habits

- **Middle/High**
  - Acknowledge, accept, and appreciate uniqueness in themselves
  - Analyze what contributes to feelings of self-worth
  - Analyze their personal standards
  - Identify their work habits

- **High School**
  - Analyze when they take responsibility for themselves and when they don’t
  - Make decisions and plans based on understanding of their unique qualities
  - Evaluate their personal standards
  - Respect their rights

**Students will develop self-regulation skill**

- **Primary**
  - Identify their feelings
  - Demonstrate awareness of why managing feelings is important
  - Recognize their feelings while they experience them
  - Describe why it is important to take care of their emotions
  - Become aware of how they manage their feelings
  - Develop skills for managing feelings

- **Intermediate**
  - Demonstrate awareness of their feelings in various situations
  - Demonstrate skills for handling emotions
  - Express anger appropriately
  - Identify the experiences that create strong feelings
  - Understand how they manage their feelings
  - Identify situations where managing their feelings is difficult

- **Middle/High**
  - Describe the benefits of expressing their feelings to an adult
  - Analyze how they manage their feelings

- **High School**
  - Explore different ways to manage feelings that will increase attainment of personal goals
Scope and Sequence Example: Post-secondary Planning and Career Readiness

Students are motivated to succeed in personal endeavors

Primary
- Become aware of what learning is and that they are learners
- Become aware of the benefits derived from learning
- Become aware of their learning interests; elective learning that they enjoy most
- Participate in the school setting in a positive, active way
- Explain the benefits they derive from learning
- Become aware of the relationship between learning and effort
- Identify the subject they like/dislike and in which they are very proficient
- Become aware of their current interests and skills that motivate them in the school setting
- Consider what is important/not important to them in school
- Become aware of the various kinds of tests they take and how test results can help them set educational goals
- Become aware that success and disappointment are a normal part of life and learning, and that they can learn from their mistakes

Intermediate
- Explain why they derive from learning
- Identify their learning activities for the subjects they are studying
- Assume responsibility for their own learning
- Demonstrate understanding of the importance of giving maximum effort in school
- Become aware that success and failure are part of life and learning
- Identify the subject matter which they like/dislike and in which they do well/perform poorly
- Apply methods of using motivation and interest for the purpose of improving weaknesses and I improvements while maintaining and improving strengths
- Express pride in their intellectual accomplishments
- Apply learned study skills successfully
- Understand how using a variety of learning styles can improve their school performance

Middle/High
- Analyze what contributes to their feelings of competence and confidence
- Analyze the impact of their preferred learning style, their study skills, and habits on school performance
- Analyze the benefits they derive from learning
- Analyze how their current educational performance will enhance/or hinder their achieving desired goals
- Express the importance of developing personal and professional potential
- Understand the attitudes necessary for success in work and learning

High School
- Evaluate the benefits they derive from learning
- Express ways they presently learn and predict how learning may continue in the future
- Kaplan what motivated individuals
- Analyze/evaluate what motivates them
- Exhibit positive attitudes toward work and learning
- Evaluate the use of various learning styles. Improves their school performance
- Predict how their feelings of competence and confidence will help them in the future

Students will develop their own academic potential

Students will take advantage of their educational opportunities
III.A. Student Competency: Students are motivated to succeed in personal endeavors

- III.A.ii. Goal: Students will take advantage of their educational opportunities.
  - Demonstrates knowledge of the financial aid process
  - Identify different types of financial aid (loans, scholarship, grants, etc.)
Scope and Sequence Example: Personal Health and Safety

**Personal Health and Safety**

**Students incorporate wellness practices into daily living**

**Primary**
- Identify healthy activities to do when alone
- Distinguish between healthy and unhealthy habits

**Intermediate**
- Become aware of the need to have time for themselves
- Distinguish between positive and negative effects of healthy and unhealthy choices

**Middle/High**
- Describe the benefits they derive from taking time for themselves
- Describe methods they use in coping for their physical, intellectual, and emotional health
- Distinguish between things that are helpful and those that are harmful to their physical, intellectual, and emotional health

**High School**
- Evaluate the benefits of taking time for themselves
- Identify their personal limits and boundaries necessary for good self-care

**Students will understand wellness as an element of healthy functioning**
- Define stress
- Describe feelings related to stress
- Demonstrate understanding of stress and conflict and ways of managing these feelings/situations

**Students will learn techniques for managing stress**
- Identify things that cause stress
- Understand that personal decisions can result in stress
- Describe appropriate methods for managing stress
- Describe the benefits derived from effective stress management
- Identify internal/external factors which create stress in their lives
- Analyze how they manage stress
- Evaluate their ability to manage stress
Thank you for your participation!