

ADEPT
for
School Guidance Counselors

**Formal Evaluation
Guidelines**

October 2003

I. Purpose and Intended Use

These guidelines are intended to supplement South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system by providing appropriate standards and procedures for the performance evaluation of school guidance counselors. The standards, known as Performance Dimensions, apply to school guidance counselors at all contract levels. The formal evaluation procedures apply to school guidance counselors at the provisional, annual, and second annual contract levels as well as to continuing-contract school guidance counselors who have been scheduled for formal evaluation, consistent with the ADEPT regulation (R 43-205.1).

For the purpose of this document, the term *school guidance counselor* refers to any individual who is employed in this professional capacity in a South Carolina public school and who (1) holds South Carolina Department of Education certification in elementary or secondary guidance, (2) has a master's degree in the area of elementary or secondary guidance, (3) is certified in counseling by the National Board for Certified Counselors or the National Board for Professional Teaching Standards, (4) is certified as a professional counselor by the South Carolina Department of Labor, Licensing, and Regulation, and/or (5) is a mental health counselor hired under the Program of Alternative Certification for Educators (PACE).

II. Performance Dimensions

Formal evaluations of school guidance counselors must address the following seven Performance Dimensions (PDs) and provide clear, consistent, and convincing evidence of the counselor's performance with regard to each of the accompanying competency standards.

PD 1: Long-Range Planning

The school guidance counselor develops an annual long-range plan, based on identified student needs, that reflects national school counseling standards and state program components related to guidance curriculum, individual student planning, responsive services, and system support.

PD 2: Short-Range Planning—Guidance and Counseling Activities

The school guidance counselor develops appropriate short-term goals, including aligned activities, resources, and schedules, to ensure full implementation of the long-range plan.

PD 3: Development and Use of Assessments

The school guidance counselor plans and conducts continuous program evaluations and maintains appropriate program accountability documentation.

PD 4: Providing Guidance and Counseling Services

The school guidance counselor effectively provides classroom and schoolwide guidance activities as well as group and individual counseling services that promote student educational, career, personal, and social development.

PD 5: Providing Consultation Services

The school guidance counselor provides effective direct and indirect consultation services to deliver appropriate information and assistance to parents/guardians, students, and colleagues.

PD 6: Coordinating Guidance and Counseling Services

The school guidance counselor effectively coordinates guidance and counseling program services with school and community services, programs, and/or agencies.

PD 7: Fulfilling Professional Responsibilities

The school guidance counselor consistently demonstrates ethically based professional behavior and participates in continuous professional development.

III. Evaluation Teams

Each school guidance counselor who is scheduled for formal evaluation will be assigned an evaluation team.

- Each evaluation team must have a minimum of two members.
- All evaluation team members must be certified ADEPT evaluators.
- All evaluation team members must have successfully completed training in the ADEPT evaluation process for school guidance counselors.
- At least one member of the evaluation team must be a certified school guidance counselor.
- At least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for school guidance counselors.

IV. Orientation

Each school guidance counselor who is scheduled for formal evaluation must receive a comprehensive orientation prior to the initiation of the evaluation process. At a minimum, orientation sessions must include written and oral explanations of the ADEPT PDs for school guidance counselors, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

V. Required Sources of Evidence and Timelines for Data Collection

In order for an accurate representation of the school guidance counselor's professional performance to be obtained, a variety of data collection methods are required. Additional methods of collecting evidence may be used, in accordance with the district's approved ADEPT plan and as deemed appropriate by the evaluation team. Evaluators must document all evidence in writing.

- A. Long-Range Plan (PD 1).** During the first month of evaluation, each evaluator must review the school guidance counselor's long-range plan. The long-range plan need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on PD 1, (2) the long-range plan required no significant modifications subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary. Data collection for PD 1 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.
- B. Interviews (PDs 2, 3, and 6).** During the first semester of evaluation, each evaluator must conduct at least one interview with the school guidance counselor to collect information and view artifacts related to these PDs. The member of the evaluation team certified in school guidance counseling must focus at least one interview on the areas related to counseling. The other evaluator(s) must focus at least one interview on the areas related to guidance. Additional interviews in any area may be conducted at the discretion of the evaluation team. PDs 2, 3, and 6 need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on these PDs and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for PDs 2, 3, and 6 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.
- C. Observations (PD 4).** Each evaluator must conduct a minimum of one unannounced observation each semester (i.e., a total of four observations must be conducted during the school year). The member of the evaluation team certified in school guidance counseling must conduct one or more observations of an individual, small-group, or crisis counseling session, consistent with all confidentiality guidelines set forth in the *Ethical Standards for School Counselors* (American School Counselor Association, 1998). The other evaluator(s) must conduct at least one observation of a large-group or classroom guidance activity or a group or individual planning session. All required observations must last a minimum of one entire session. Additional observations may be conducted at the discretion of the evaluation team.
- D. School Guidance Counselor's "Reflection" (PD 4).** Following every observation conducted during the first semester of evaluation, the school guidance counselor must complete a written "Reflection" on the session. The "Reflection" should be submitted to the evaluator within seven days of the observation, unless an extension is approved by the evaluator. Each "Reflection" must be reviewed by the evaluator who conducted the observation. The school guidance counselor need not complete another "Reflection" following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on PD 4 and (2) the evaluation team agrees that no additional written reflections are necessary. A "Reflection" may be requested at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

- E. Consultation Surveys (PD 5).** During the first semester of evaluation, the school guidance counselor must obtain feedback regarding his or her consultation activities. This feedback must include, but need not be limited to, written surveys (e.g., the “Consultation Survey” form) completed by parents/guardians, students, teachers, and administrators. Surveys must be completed by at least ten different respondents, including at least one building administrator. Based on these surveys, the school guidance counselor must complete the “Consultation Summary Report.” Each evaluator must review the school guidance counselor’s “Consultation Summary Report;” copies of the actual completed surveys must be made available to the evaluators upon request. Supportive evidence may be obtained via interviews and/or observations of consultation activities, as deemed appropriate by the evaluation team. PD 5 need not be reviewed again during the second semester of evaluation if (1) the school guidance counselor receives a preliminary rating of *meets standard* on this PD and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for PD 5 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the school guidance counselor must be provided with a minimum of two weeks’ prior written notice and a statement of the team’s rationale for resuming the process.
- F. Professional Self-Report and Description (PD 7).** Near the end of the first semester of evaluation, the school guidance counselor must complete and submit the “Professional Self-Report.” Additionally, a building administrator (and other supervisors, as appropriate) must complete the “Professional Performance Description.” Each evaluator must review the “Professional Self-Report” and the “Professional Performance Description.” The school guidance counselor need not complete another “Professional Self-Report” during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on PD 7 and (2) the evaluation team agrees that no additional reviews are necessary. The building administrator and/or supervisor must complete the “Professional Performance Description” during both semesters.

VI. Documentation

The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the school guidance counselor:

- a. specific evidence regarding the school guidance counselor’s performance with regard to each of the seven PDs and
- b. a summary of the school guidance counselor’s overall performance.

This information also must be made available to the Division of Teacher Quality upon request.

VII. Evaluation Judgments and Conferences

- A. All members of the school guidance counselor’s evaluation team must participate in a consensus-based process to determine evaluation judgments.

- B. The evaluation team must reach consensus on each of the seven PDs regarding whether the school guidance counselor *meets standard* or *does not meet standard*.
- C. The evaluation team must reach consensus on the overall assessment of the school guidance counselor. In order for the school guidance counselor to receive an overall judgment of *met* on the formal evaluation criteria, he or she must meet the competency standard on all seven of the PDs at the time of the final evaluation.
- D. Requirements regarding evaluation conferences, timelines, and follow-ups are the same as those specified in the ADEPT regulation (R 43-205.1).

Formal Evaluation At-a-Glance: ADEPT for School Guidance Counselors

SCHOOL GUIDANCE COUNSELOR	EVALUATOR 1 (CERTIFIED COUNSELOR)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete the LRP (PD 1)			
Begin distributing the "Consultation Survey" forms (PD 5)	Review the LRP; complete the documentation (PD 1)	Review the LRP; complete the documentation (PD 1)	
Participate in interviews (PDs 2, 3, 6)	Conduct the counseling interview; complete the documentation (PDs 2, 3, 6)	Conduct the guidance interview; complete the documentation (PDs 2, 3, 6)	
Complete the counseling or guidance "Reflection" following each observation (PD 4)	Conduct the counseling observation	Conduct the guidance observation	
	Review the "Counseling Reflection"	Review the "Guidance Reflection"	
	Complete the documentation (PD 4)	Complete the documentation (PD 4)	
Analyze the results of "Consultation Survey"; complete the "Consultation Summary Report" (PD 5)			
Complete the "Professional Self-Report" (PD 7)	Review the "Consultation Summary Report"; complete the documentation (PD 5)	Review the "Consultation Summary Report"; complete the documentation (PD 5)	Complete the "Professional Performance Description" (PD 7)
	Review the "Professional Self-Report"	Review the "Professional Self-Report"	
	Review the "Professional Performance Description"; complete the documentation (PD 7)	Review the "Professional Performance Description"; complete the documentation (PD 7)	
	Hold the consensus meeting; complete the consensus documentation and "Evaluation Summary"		
Participate in the evaluation conference to discuss evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the second semester of evaluation, at the discretion of the evaluation team, contingent upon the school guidance counselor's successful preliminary evaluation results in each respective Performance Dimension.

Four Program Components of a Comprehensive School Counseling Program

Component	Purpose	Areas Addressed	Strategies	Related PDs
1. Guidance Curriculum Structured developmental experiences presented systematically through classroom and small-group activities	Student awareness, skill development, and skill application	<ul style="list-style-type: none"> ❖ Learning to live (personal/social development) ❖ Learning to learn (academic development) ❖ Learning to work (career development) 	<ul style="list-style-type: none"> ❖ Classroom activities ❖ Group activities outside the classroom 	PD 1 PD 2 PD 3 PD 4 PD 5
2. Individual Planning Activities that help all students plan, monitor, and manage their own learning as well as their personal and career development	Student planning and goal setting	<ul style="list-style-type: none"> ❖ Personal and social planning <ul style="list-style-type: none"> ◆ Healthy self-concepts ◆ Short- and long-term goals ❖ Academic planning <ul style="list-style-type: none"> ◆ Study skills ◆ Academic requirements and opportunities ◆ Test requirements and the use of test scores ◆ Appropriate course selection ◆ Lifelong learning ❖ Career planning <ul style="list-style-type: none"> ◆ Labor market information ◆ Preparation requirements and opportunities ◆ Job options 	<ul style="list-style-type: none"> ❖ Individual appraisal ❖ Individual advisement ❖ Placement 	PD 1 PD 2 PD 3 PD 4 PD 5
3. Responsive Services Activities that meet the immediate needs and concerns of students	Prevention and intervention	<ul style="list-style-type: none"> ❖ Academic concerns <ul style="list-style-type: none"> ◆ Study skills ❖ School-related concerns <ul style="list-style-type: none"> ◆ Tardiness ◆ Absences and truancy ◆ Misconduct ◆ Dropouts ❖ Personal concerns <ul style="list-style-type: none"> ◆ Social and family relationships ◆ Grief/loss/death ◆ Substance abuse ◆ Stress 	<ul style="list-style-type: none"> ❖ Consultation ❖ Personal counseling ❖ Crisis counseling ❖ Referral 	PD 1 PD 2 PD 3 PD 4 PD 5 PD 6
4. System Support Management activities that establish, maintain, and enhance the total program	Program delivery and support	<ul style="list-style-type: none"> ❖ Guidance program development ❖ Parent education ❖ Teacher and administrator consultation ❖ Staff development for educators ❖ School improvement planning ❖ Counselor's professional development ❖ Research and publishing ❖ Community outreach ❖ Public relations ❖ Funding and budget 	<ul style="list-style-type: none"> ❖ Program management ❖ Consultation ❖ Community outreach ❖ Staff and community relations ❖ Research and development ❖ Professional development 	PD 1 PD 5 PD 6 PD 7

American School Counselor Association
ETHICAL STANDARDS FOR SCHOOL COUNSELORS
Revised June 25, 1998

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. The school counselor assists in the growth and development of each individual and uses his or her highly specialized skills to protect the interests of the counselee within the structure of the school system. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

- Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice regardless of age, color, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status.
- Each person has the right to self-direction and self-development.
- Each person has the right of choice and the responsibility for goals reached.
- Each person has the right to privacy and thereby the right to expect the counselor-counselee relationship to comply with all laws, policies, and ethical standards pertaining to confidentiality.

In this document, ASCA specifies the principles of ethical behavior necessary to regulate and maintain the high standards of integrity, leadership, and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served, or membership in this professional Association;
- Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to counsees, parents, colleagues and professional associates, schools, and communities, as well as to one's self and the counseling profession; and

- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

- a. Has a primary obligation to the counselee who is to be treated with respect as a unique individual.
- b. Needs and encourages the maximum development of each counselee.
- c. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent the counselor's personal orientation.
- d. Is responsible for keeping informed of laws, regulations, and policies relating to counsees and strives to ensure that the rights of counsees are adequately provided for and protected.

A.2. Confidentiality

The professional school counselor:

- a. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are clearly defined to counsees through a written and shared disclosure statement.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. Counselors will consult with other professionals when in doubt as to the validity of an exception.
- c. Discloses information to an identified third party who, by her or his relationship with the counselee, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Prior to disclosure, the counselor will ascertain that the counselee has

not already informed the third party about his or her disease and he/she is not intending to inform the third party in the immediate future.

- d. Requests of the court that disclosure not be required when the release of confidential information without a counselee's permission may lead to potential harm to the counselee.
- e. Protects the confidentiality of counselee's records and releases personal data only according to prescribed laws and school policies. Student information maintained in computers is treated with the same care as traditional student records.
- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the counselee, consistent with the counselor's ethical obligation. In a group setting, the counselor sets a high norm of confidentiality and stresses its importance, yet clearly states that confidentiality in group counseling cannot be guaranteed.

A.3. Counseling Plans

The professional school counselor: works jointly with the counselee in developing integrated and effective counseling plans, consistent with both the abilities and circumstances of the counselee and counselor. Such plans will be regularly reviewed to ensure continued viability and effectiveness, respecting the counselee's freedom of choice.

A.4. Dual Relationships

The professional school counselor: avoids dual relationships which might impair her or his objectivity and increase the risk of harm to the client (e.g., counseling one's family members, close friends, or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision, and documentation.

A.5. Appropriate Referrals

The professional school counselor: makes referrals when necessary or appropriate to outside resources. Appropriate referral necessitates

knowledge of available resources and making proper plans for transitions with minimal interruption of services. Counsees retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor: screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

A.7. Danger to Self or Others

The professional school counselor: informs appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals. The counselor informs the counselee of actions to be taken so as to minimize his or her confusion and to clarify counselee and counselor expectations.

A.8. Student Records

The professional school counselor: maintains and secures records necessary for rendering professional services to the counselee as required by laws, regulations, institutional procedures, and confidentiality guidelines.

A.9. Evaluation, Assessment, and Interpretation

- The professional school counselor:
- a. Adheres to all professional standards regarding selecting, administering, and interpreting assessment measures. The counselor recognizes that computer-based testing programs require specific training in administration, scoring, and interpretation which may differ from that required in more traditional assessments.
 - b. Provides explanations of the nature, purposes, and results of assessment/ evaluation measures in language the counselee(s) can understand.
 - c. Does not misuse assessment results and interpretations and takes reasonable steps to prevent others from misusing the information.
 - d. Uses caution when utilizing assessment techniques, making evaluations, and interpreting

the performance of populations not represented in the norm group on which an instrument is standardized.

A.10. Computer Technology

The professional school counselor:

- a. Promotes the benefits of appropriate computer applications and clarifies the limitations of computer technology. The counselor ensures that: (1) computer applications are appropriate for the individual needs of the counselee; (2) the counselee understands how to use the application; and (3) follow-up counseling assistance is provided. Members of under represented groups are assured equal access to computer technologies and are assured the absence of discriminatory information and values in computer applications.
- b. Counselors who communicate with counsees via internet should follow the NBCC Standards for WebCounseling.

A.11. Peer Helper Programs

The professional school counselor: has unique responsibilities when working with peer helper programs. The school counselor is responsible for the welfare of counsees participating in peer programs under her or his direction. School counselors who function in training and supervisory capacities are referred to the preparation and supervision standards of professional counselor associations.

B. Responsibilities to Parents

B.1. Parent Rights and Responsibilities

The professional school counselor:

- a. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish, as appropriate, a collaborative relationship with parents to facilitate the counselee's maximum development.
- b. Adheres to laws and local guidelines when assisting parents experiencing family difficulties that interfere with the counselee's effectiveness and welfare.
- c. Is sensitive to cultural and social diversity among families and recognizes that all parents, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare

of their children by virtue of their role and according to law.

B.2. Parents and Confidentiality

The professional school counselor:

- a. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
- b. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the counselee.
- c. Makes reasonable efforts to honor the wishes of parents and guardians concerning information that he/she may share regarding the counselee.

C. Responsibilities to Colleagues and Professional Associates

C.1. Professional Relationships

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff, and administration to facilitate the provision of optimal counseling services. The relationship is based on the counselor's definition and description of the parameter and levels of his or her professional roles.
- b. Treats colleagues with professional respect, courtesy, and fairness. The qualifications, views, and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and optimally utilizes related professions and organizations to whom the counselee may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality; the distinction between public and private information; and staff consultation.
- b. Provides professional personnel with accurate, objective, concise, and meaningful data

necessary to adequately evaluate, counsel, and assist the counselee.

- c. If a counselee is receiving services from another counselor or other mental health professional, the counselor, with client consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the counselee.

D. Responsibilities to the School and Community

D.1. Responsibilities to the School

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in the best interest of counselees.
- b. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property while honoring the confidentiality between the counselee and counselor.
- c. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate officials of conditions which may limit or curtail her or his effectiveness in providing programs and services.
- d. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors recommend that administrators hire only qualified and competent individuals for professional counseling positions.
- e. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet the counselee's developmental needs; and (3) a systematic evaluation process for comprehensive school counseling programs, services, and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

collaborates with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. Responsibilities to Self

E.1. Professional Competence

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his or her actions.
- b. Monitors personal functioning and effectiveness and does not participate in any activity which may lead to inadequate professional services or harm to a client.
- c. Strives through personal initiative to maintain professional competence and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor's career.

E.2. Multicultural Skills

The professional school counselor:

understands the diverse cultural backgrounds of the counselees with whom he/she works. This includes, but is not limited to, learning how the school counselor's own cultural/ethnic/racial identity impacts her or his values and beliefs about the counseling process.

F. Responsibilities to the Profession

F.1. Professionalism

The professional school counselor:

- a. Accepts the policies and processes for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices. When using client data for research or for statistical or program planning purposes, the

counselor ensures protection of the individual counselee's identity.

- d. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his or her professional position to recruit or gain clients, consultees for her or his private practice, seek and receive unjustified personal gains, unfair advantage, sexual favors, or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

- a. Actively participates in local, state, and national associations which foster the development and improvement of school counseling.
- b. Contributes to the development of the profession through sharing skills, ideas, and expertise with colleagues.

G. Maintenance of Standards

Ethical behavior among professional school counselors, Association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if she/he views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels

established within the school, school district, the state SCA, and ASCA Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - state school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for educating--and consulting with -- the membership regarding ethical standards. The Committee periodically reviews and recommends changes in code. The Committee will also receive and process questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Chair. Finally, the Committee will handle complaints of alleged violations of our ethical standards. Therefore, at the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 801 North Fairfax, Suite 310, Alexandria, VA 22314.

H. Resources

School counselors are responsible for being aware of, and acting in accord with, standards and positions of the counseling profession as represented in official documents such as those listed below:

American Counseling Association. (1995). Code of ethics and standards of practice. Alexandria, VA. (5999 Stevenson Ave., Alexandria, VA 22034) 1800 347 6647 www.counseling.org.

American School Counselor Association. (1997). The national standards for school counseling programs. Alexandria, VA. (801 North Fairfax Street, Suite 310, Alexandria, VA 22314) 1 800 306 4722 www.schoolcounselor.org.

American School Counselor Association. (1998). Position Statements. Alexandria, VA

American School Counselor Association. (1998). Professional liability insurance program. (Brochure). Alexandria, VA.

Arrendondo, Toperek, Brown, Jones, Locke, Sanchez, and Stadler. (1996). Multicultural counseling competencies and standards. Journal of

Multicultural Counseling and Development . Vol. 24, No. 1. See American Counseling Association.

Arthur, G.L. and Swanson, C.D. (1993). Confidentiality and privileged communication. (1993). See American Counseling Association.

Association for Specialists in Group Work. (1989). Ethical Guidelines for group counselors. (1989). Alexandria, VA. See American Counseling Association.

Corey, G., Corey, M.S. and Callanan. (1998). Issues and Ethics in the Helping Professions. Pacific Grove, CA: Brooks/Cole. (Brooks/Cole, 511 Forest Lodge Rd., Pacific Grove, CA 93950) www.thomson.com.

Crawford, R. (1994). Avoiding counselor malpractice. Alexandria, VA. See American Counseling Association.

Forrester-Miller, H. and Davis, T.E. (1996). A practitioner's guide to ethical decision making. Alexandria, VA. See American Counseling Association.

Herlihy, B. and Corey, G. (1996). ACA ethical standards casebook. Fifth ed. Alexandria, VA. See American Counseling Association.

Herlihy, B. and Corey, G. (1992). Dual relationships in counseling. Alexandria, VA. See American Counseling Association.

Huey, W.C. and Remley, T.P. (1988). Ethical and legal issues in school counseling. Alexandria, VA. See American School Counselor Association.

Joint Committee on Testing Practices. (1988). Code of fair testing practices in education. Washington, DC: American Psychological Association. (1200 17th Street, NW, Washington, DC 20036) 202 336 5500

Mitchell, R.W. (1991). Documentation in counseling records. Alexandria, VA. See American Counseling Association.

National Board for Certified Counselors. (1998). National board for certified counselors: code of ethics. Greensboro, NC. (3 Terrace Way, Suite D, Greensboro, NC 27403-3660) 336 547 0607 www.nbcc.org.

National Board for Certified Counselors. (1997). Standards for the ethical practice of webcounseling. Greensboro, NC.

National Peer Helpers Association. (1989). Code of ethics for peer helping professionals. Greenville, NC. PO Box 2684, Greenville, NC 27836. 919 522 3959. nphaorg@aol.com.

Salo, M. and Schumate, S. (1993). Counseling minor clients. Alexandria, VA. See American School Counselor Association.

Stevens-Smith, P. and Hughes, M. (1993). Legal issues in marriage and family counseling. Alexandria, VA. See American School Counselor Association.

Wheeler, N. and Bertram, B. (1994). Legal aspects of counseling: avoiding lawsuits and legal problems. (Videotape). Alexandria, VA. See American School Counselor Association.

Ethical Standards for School Counselors was adopted by the ASCA Delegate Assembly, March 19, 1984. The first revision was approved by the ASCA Delegate Assembly, March 27, 1992. The second revision was approved by the ASCA Governing Board on March 30, 1998 and adopted on June 25, 1998.

6/25/98