



**Ministry of Education
Republic of Palau
Comprehensive Guidance and
Counseling Guide**

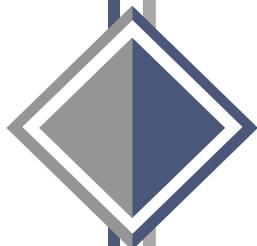
**A Guide for
Program Revision, Improvement and Evaluation**

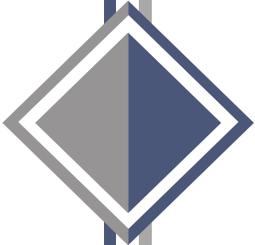


Draft 2011

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DOCUMENT CLARIFICATION NOTE:

This document is a draft that is expected to be finalized and in place during the 2011-2012 school year. However, based on need and input from counselors and advisory committee, the Ministry of Education may choose to revise portions or pages annually. Therefore, it is important that duplication of this document be single page, front side only and kept in a 3-ring binder in order for only those pages that are revised to be replaced as needed.

Specific pages expected to be changed/edited this year are all evaluation documents, policies, and forms provided as samples until approved by the Ministry of Education.

FORWARD

Dear Educators:

In 1999 as the Director of the Bureau of Curriculum & Instruction for the Ministry of Education in Palau, I had the opportunity to have the lead role in starting a formalized Guidance and Counseling Program for Palau schools. As we move forward in our efforts to ensure the best education and future for our children, we must establish a common vision in all educational programs including guidance and counseling.

Today's school counselors are faced with the challenges of assisting and preparing students to meet the expectations of high academic standards and to become productive citizens and contributing members of our communities and society. To assist school counselors in meeting these challenges, the 1999 model for school counseling programs has been revised with input from school counselors and a large group of advisory citizens including teachers, parents, administrators, employers, private school and Palau Community College representatives through group meetings with the current College Access Grant.

Our school counseling program must be comprehensive, serving all students, and must provide learning opportunities that are individual and grade-appropriate. As an essential component of the total instructional program, our school guidance and counseling program model is one through which all students will have an opportunity to learn to live and learn to work with a knowledge of self and others including education and academic knowledge with career planning and employment knowledge.

This updated model for comprehensive guidance and counseling will serve as a planning guide to administrators and school counselors as they revise and improve their comprehensive guidance and counseling programs in order for our youth to move forward to a successful future.

Sincerely,

Masa-Aki N. Emesiochl, Minister
Ministry of Education

Part I: Introduction to the School Guidance and Counseling Program

★ What is a Guidance and Counseling Program

A school counseling program delivers academic, career, college access, and personal/social competencies to all students in their schools. Typically, school counselors develop, implement, and evaluate such a program which includes the following four main areas:

1. Foundation - a written school counseling program mission statement, a beliefs and philosophy statement, and a focus on the standards and competencies and how they are implemented for every student;
2. Delivery System - how lessons and individual and group counseling are delivered;
3. Management System (use of calendars, time, building leader-school counselor role agreements, creation of action plans); and
4. Accountability System - use of a School Counseling program audit, results reports, and school counselor performance evaluations based on 13 key competencies.

★ Purpose of the Program

The Palau Comprehensive Guidance and Counseling Program was created to assist local campuses and schools in developing their own program. The revisions have been made to upgrade all programs to better meet the needs of the students in Palau.

This guide to the program is intended for:

Counselors: to help them establish, revise, implement, and manage the campus guidance program and provide consistency in the program over time.

Teachers: to help them understand the goals of the guidance and counseling program, the role of the counselor and their own role in guiding our students.

Principals: to help them collaborate with counselors to design and deliver a quality guidance and counseling program, to understand the role of the counselor and their role as administrators in the total guidance program as

well as to assist counselors in implementing the program.

Administrators: to help them provide appropriate support for guidance and counseling program development efforts, and to establish procedures which enhance the effectiveness of the guidance and counseling program.

★ **History of Comprehensive Guidance and Counseling**

Legislation and Federal Models

In the United States, the school counseling profession began as a vocational guidance movement at the beginning of the twentieth century and has spread to most countries throughout the world. Professional school counselors implement a comprehensive school counseling program that promotes and enhances student achievement through a guidance curriculum, individual planning strategies, responsive services, and comprehensive school counseling program support and advocacy. A fully implemented comprehensive school counseling program should meet the needs of 100 percent of the students—just as the mathematics program is for 100 percent of the students

Major legislative actions since that time with components for guidance and counseling which have impacted the educational systems in Palau include the following:

- The 1990 Amendments to the Carl D. Perkins Vocational and Applied Technology Act require that federal funding for vocational education be spent in programs that "integrate academic and vocational education ... so that students achieve both academic and occupational competencies" (cited in Grubb, 1992, p. 36).
- The Goals 2000: Educate America Act of 1994 called for states to coordinate school-to-work strategies, such as integration of academic and vocational education, with their school reform efforts.
- The National Skills Standards Act of 1994 promoted the development of occupational skill standards, which can be used by schools as a framework to design curricula that integrate academic and vocational learning in occupational contexts.
- The School-to-Work Opportunities Act of 1994 called for integration of academic and vocational education for all students by providing an opportunity for states and localities to access federal funds to develop and establish statewide school-to-work systems.



It was through the federal funding of such legislation that Palau’s Ministry of Education began implementing guidance and counseling as a program in local schools.

School guidance and counseling programs are collaborative efforts benefitting students, parents, teachers, administrators and the overall community. School guidance and counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement.

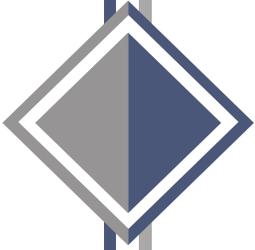
Many U. S. Organizations have established guidelines for school guidance and counseling programs including the legislation mentioned above. Major ones impacting the direction of this guide include the following:

- The National Occupational Information Coordinating Committee (NOICC). a federal interagency committee that promotes the development and use of occupational and labor market information set as its goals: (1) to improve coordination and communication among developers and users of occupational information, (2) to help states meet the occupational information needs of vocational education and employment and training program managers, and (3) to help individuals make career decisions. In this effort the **National Career Development Guidelines** were developed. These guidelines, a competency-based approach to career development, help school staff provide quality career guidance and counseling programs to students. Through the guidelines a “career guidance and counseling program” was defined and a model provided based on the original role of guidance and counseling to assist in vocational education.

The description of a comprehensive, developmental program was one designed to assist individuals in making and implementing informed educational and occupational choices. A career guidance and counseling program develops an individual's competencies in self-knowledge, educational and occupational exploration, and career planning.

Source: Office of Vocational and Adult Education of the U.S. Dept. of Education

- The National Consortium for State Guidance Leadership developed the *National Framework for Guidance and Counseling Programs* and presents the standards, indicators, and descriptors that comprise a comprehensive guidance and counseling program at the State level



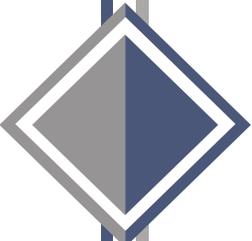
and for local schools. The *Framework* addresses school and student accountability and success, identifies a set of program standards and performance indicators, and shows the content of comprehensive guidance and counseling programs in terms of student competencies. Because these were comparative to the NOICC guidelines and incorporate many of the skills and competencies identified throughout many models for such programs, this is the Model along with the American School Counselors Association (ASCA) Model used in this guide.

- In 1990, the Secretary of Labor appointed a commission to determine the skills our young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development. Secretary's Commission on Achieving Necessary Skills (SCANS) established *What Work Requires of Schools*. This defined the five competencies and three-part foundation that constitute the SCANS skills which are included within the common student competencies expected to be met through guidance and counseling programs. (See Appendix A: SCANS).
- American School Counselor Association National Standards for School Counseling Programs. These standards, along with the ASCA National Model: *A Framework for School Counseling Programs*, are used as a guide through the process of development and revision of the **Palau Comprehensive Guidance and Counseling Program Guide**.

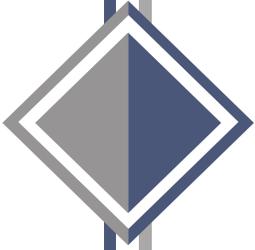
The ASCA Model includes four components, which are the Foundation, the Delivery System, the Management System, and Accountability. In addition, the ASCA Model incorporates the four themes of leadership, advocacy, collaboration, and systemic change. An explanation of the four components are as follows:

1. **Foundation:** The Foundation component of the ASCA Model includes the set of beliefs and the philosophy which guide the program; the mission, or program purpose; and the three student outcome domains of academic, personal/social and

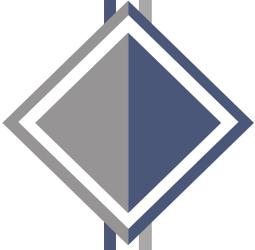
career development. Collectively, these create the what of the school counseling program.

- 
2. **Delivery System:** The school counseling program's delivery system includes the activities, interactions and areas in which counselors work to deliver the program. Within the delivery system there are four components:
 - ▶ **Guidance Curriculum:** The guidance curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The guidance curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom and group activities.
 - ▶ **Individual Student Planning:** School counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.
 - ▶ **Responsive Services:** Responsive services, which are the traditional duties of a school counselor, consist of activities meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives. These needs require counseling, consultation, referral, peer mediation or information.
 - ▶ **Systems Support:** Like any organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.

 3. **Management System:** The management of a school counseling program is an organized effort: concrete, specifically reflects the school site's needs. It involves analysis of relevant data, development of action plans to meet objectives, and provision of organizational activities. It answers the questions of when and why certain activities will take place, who will implement them, and on what authority the school counseling program is delivered. These components in more detail are as follows:



- ▶ **Management agreements** ensure effective implementation of the delivery system to meet students' needs. These agreements, which address how the school counseling program is organized and what will be accomplished, should be negotiated with and approved by designated administrators at the beginning of each school year.
- ▶ **Advisory Council:** An advisory council is a group of people appointed to review counseling program results and to make recommendations. Students, parents, teachers, school counselors, administration and community members should be represented on the council.
- ▶ **Use of Data:** A comprehensive school counseling program is data-driven. The use of data to effect change within the school system is integral to ensuring every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement and/or related data.
- ▶ **Action Plans:** For every desired competency and result, there must be a plan outlining how the desired result will be achieved. Each plan contains:
 - ◆ competencies addressed
 - ◆ description of the activity
 - ◆ data driving the decision to address the competency
 - ◆ timeline in which activity is to be completed
 - ◆ who is responsible for the delivery
 - ◆ means of evaluating student success
 - ◆ expected results for students
- ▶ **Use of Time:** Recommendations are that school counselors spend the largest percent of their time in direct service (contact) with students. Because resources are limited, school counselors' time should be protected; duties need to be limited to program delivery and direct counseling services, and noncounseling activities should be reassigned whenever possible.



- ▶ **Use of Calendars:** Once school counselors determine the amount of time necessary in each area of the delivery system, they should develop weekly calendars to keep students, parents, teachers and administrators informed. This assists in planning and ensures active participation by stakeholders in the program.

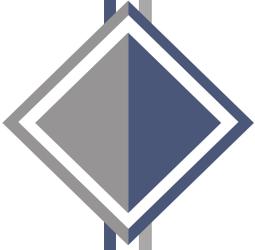
4. **Accountability System:** School counselors determine the effectiveness of the comprehensive school counseling program by measuring results, and use that information to inform program improvement. By collecting data, especially around change in students' knowledge, skills, and dispositions, the school counselor can evaluate the program's impact on student achievement, graduation rates, attendance, disciplinary referrals, and other student and system outcomes.

- ▶ **Results Reports,** which include process, perception and results data, ensure programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and the program. Immediate, intermediate and long-range results are collected and analyzed for program improvement.
- ▶ **School Counselor Performance Standards:** The school counselor's performance evaluation contains basic standards of practice expected of school counselors implementing a school counseling program. These performance standards should serve as both a basis for counselor evaluation and as a means for counselor self-evaluation.
- ▶ **Program Audit:** The primary purpose for collecting information is to guide future action within the program and to improve future results for students.

Source: The ASCA National Model: A Framework for School Counseling Programs (Copyright 2003; ISBN 1-929289-02-2), contact the American School Counseling Association, (800) 306-4722, or www.schoolcounselor.org.

★ **Terms Needed for a Guidance Program**

- ▶ **A Comprehensive Guidance and Counseling Program** is developmental by design and includes sequentially presented

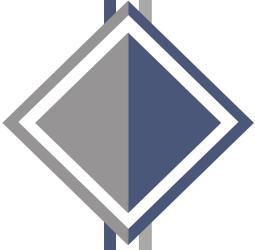


activities and responsive services that address student growth and development for all students, kindergarten through community college. Collaborative in practice, the developmental approach focuses on the attainment of student competencies in three areas: personal/social, academic, and career. A comprehensive program is not a random selection of services. It is a program based on standards, benchmarks, and grade-level competencies. The program is integrated into the day-to-day process of the school as any academic program is integrated for all students.

The distinction between a comprehensive program and a “program” that is based on isolated activities is that the comprehensive program is based on what students need to know at each stage of their development which is reflected by the standards, benchmarks, and competencies.

- ▶ **Guidance** is the process of helping people make important choices that affect their lives. While the decision-making aspect of guidance has played an important role in the counseling process, it has more historical significance than present day usage. It sometimes distinguishes a way of helping that differs from the more encompassing word *counseling*. One distinction between guidance and counseling is that guidance focuses on helping individuals choose what they value and counseling focuses on helping them make the changes. A common misconception is that school counselors only provide guidance, when in actuality guidance is only one part of the overall service provided by professional counseling. It is the role of all to ensure proper guidance is provided to all students in reaching their goals and potential.

- ▶ **Counseling** is the application of mental health, psychological or human development principles that address wellness, personal growth, or career development, as well as more serious problems. Counseling is a process that may be developmental or intervening. It is conducted with students who are functioning well (preventative programs to help them master developmental tasks) as well as with those who are having more serious problems (difficulty coping with parental



divorce, troubling interpersonal relationships, school attendance or performance issues, for example). Students who manifest more serious problems of depression, eating disorders, substance abuse, or severe anxiety, for example, are generally referred to outside agencies who collaborate with school counselors and the school team.

In contrast to psychotherapy, which is usually a long-term process (20-40 sessions over a six-month to two-year period) that traditionally focuses on more serious problems, counseling tends to be more short-term and focuses on the resolution of developmental and situational problems.

★ **Palau Model for Comprehensive Guidance and Counseling**

The Palau Model for comprehensive guidance and counseling program, while based on the ASCA model has made some changes to ensure it is best for local use including the National Career Guidance Guidelines and the SCANS components. Those changes, components and approved plan are provided throughout this, but it is important to state the benefits of such a program.

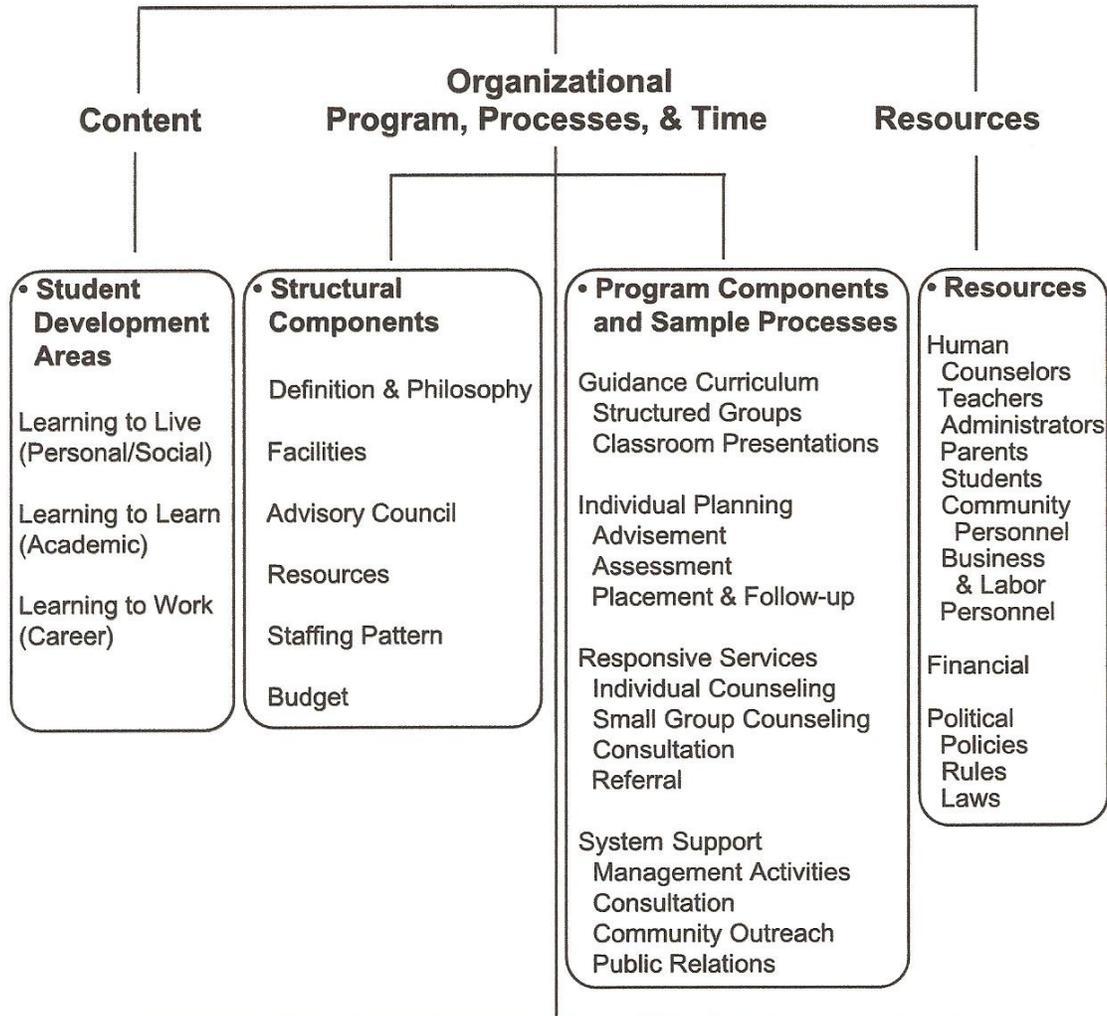
An example and comparison of three of these major program efforts is shown in the National Consortium for State Guidance Leadership's "A National Framework for State Programs of Guidance and Counseling" which may be found on their website, www.nationalconsortium.com

The four Program Components and the elements of the Program will follow the structures as shown on the next two pages and adapted for this program from Gysbers & Henderson: *Developing and Managing Your Guidance Program* (2nd Ed. 1994).

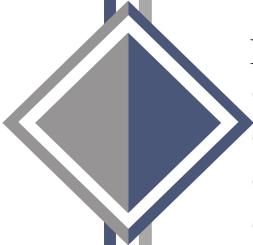
Four Program Components of a Comprehensive School Counseling Program

Guidance Curriculum Provides guidance content in a systematic way to all students through classroom and/or group activities.	Individual Planning Assists students in monitoring and understanding their development for next-step decisions.	Responsive Services Addresses immediate concerns of students.	System Support Includes program and staff support activities and services.
Purpose: Awareness, skill development, and application needed for the following student development areas: <ul style="list-style-type: none"> • Learning to Live <i>(Personal/Social Development)</i> • Learning to Learn <i>(Academic Development)</i> • Learning to Work <i>(Career Development)</i> 	Purpose: Student Planning & Goal Setting Areas Addressed: <ul style="list-style-type: none"> • PERSONAL-SOCIAL <ul style="list-style-type: none"> • Development of healthy self-concepts • Development of both short- and long-term goals • EDUCATIONAL <ul style="list-style-type: none"> • Acquisition of study skills • Awareness of educational opportunities • Appropriate course selection • Lifelong learning • Utilization of test scores and data • CAREER <ul style="list-style-type: none"> • Knowledge of career opportunities • Knowledge of occupational training • Knowledge of labor market information • Development of an education/ career plan 	Purpose: Prevention, Intervention Areas Addressed: <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 & truancy • conduct • dropout prevention • Relationship concerns • Abuse and reporting • Grief/loss death • Substance abuse • Family issues/concerns • Coping with stress 	Purpose: Program Delivery & Support Areas Addressed: <ul style="list-style-type: none"> • Guidance program development • Parent education • Teacher/administrator consultation • Staff development for educators • School improvement planning • Counselor's professional development • Research and publishing • Community outreach • Public relations • Funding and budget
Counselor Role Guidance Consultation Program implementation and facilitation	Counselor Role Guidance Consultation Assessment Placement	Counselor Role Counseling Consultation Coordination Referral	Counselor Role Program Management Consultation Coordination

Elements of a Comprehensive Developmental Guidance and Counseling Program



Suggested Distribution of Total Counselor Time			
	<i>Percentage Rate</i>		
	Elementary School	Middle/Junior High School	High School
Guidance Curriculum	35-45	25-35	15-25
Individual Planning	5-10	15-25	25-35
Responsive Services	30-40	30-40	25-35
System Support	10-15	10-15	15-20



Part II: Benefits of a Comprehensive Guidance and Counseling Program

For Students

- Facilitates academic development and increased achievement
- Promotes career exploration and development in our changing world
- Ensures equitable access to educational opportunities
- Strengthens understanding of self and others
- Increases the number and quality of opportunities for counselor-student interactions
- Promotes a rigorous academic curriculum for every student
- Provides access to job shadowing, summer employment, and/or part-time/full-time employment through the job placement component

For Parents/Guardians

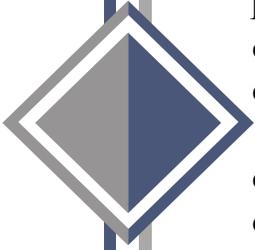
- Provides support regarding their child's short/long range educational development and chosen career pathway
- Increases opportunities for collaboration and communication between parents and school
- Improves parents' understanding of the school counseling program and its benefits
- Assists parents in obtaining necessary resources
- Ensures academic planning for every student

For Business, Industry and Labor

- Provides increased opportunities for schools to collaborate with the business community, industry and labor
- Enhances the role of the counselor as a community resource person
- Supports the academic preparation necessary for students' success in the workforce
- Provides a contact person/number to call for youth employment opportunities

For MOE Administrative/Board Members

- Provides a rationale for implementing a comprehensive, developmental school counseling program
- Provides a structure for defining school counseling programs
- Provides for equity and consistency of school counseling services
- Demonstrates the need for appropriate levels of funding



For Campus/School Administrators/Principals

- Provides program structure with specific content
- Provides a quantitative means of evaluating comprehensive, developmental school counseling programs
- Enhances the image of the school in the community
- Promotes a curriculum responsive to local needs

For Teachers

- Encourages positive, supportive working relationships among teachers and counselors
- Provides teachers with a resource person who can assist them in analyzing and interpreting data
- Provide teachers with a resource person who can assist with classroom behavior issues

For School Counselors

- Clearly defines their role and function with emphasis on direct services to students
- Creates a tool for program management and evaluation
- Provides opportunities to serve all students
- Clearly defines responsibilities and activities for achieving specific student competencies
- Ensures the program's contribution to the school's mission

For Post-Secondary Educators

- Enhances articulation and transition of students to post-secondary institutions
- Prepares every student for advanced educational opportunities
- Motivates every student to seek a wide range of substantial, post-secondary options
- Encourages and supports rigorous academic preparation
- Promotes equity and access to post-secondary education for all students

Counselor preparation programs should offer training that prepares school counselors to meet the Counselor Competencies provided in the Appendices of this document.

Part III: Roles in Relationship to the School Counseling Program

School counseling is an integral part of the school program. The school counseling model is developmental and sequential. It is implemented by trained school counselors with the support of teachers, administrators, support personnel, students, parents and community members. The school counseling program belongs to everyone and serves all students.

★ Role of the Ministry of Education

Since the Ministry of Education (MOE) establishes policies that govern a wide range of educational programs and services provided by Palau's schools, it includes as part of its efforts to provide the best possible education to students, designates and mandates instruction in the knowledge and skills that are essential to a well-balanced curriculum. Policies for education in Palau would be the major role of the MOE in guidance and counseling programs in establishing not only the structural format for the program and the staffing requirement but also for providing the support and funding for the necessities for such a program. These would include the following:

Budget: An adequate school counseling budget shall be established to reflect program needs. The counseling staff shall be included in the budget planning. Counselors should provide information regarding funds needed and knowledge of other funding sources that may be available. Such information should be included in the management agreement.

Facilities: A counseling center should be established in each school to implement a comprehensive school counseling program. The center should be accessible to all students including those with disabilities.

Recommended Facility Requirements:

- Appropriate space for individual and group counseling and large group programs
- A private office for the school counselor that is designed with the student's right to privacy and confidentiality

- Adequate space to organize and display school counseling materials

Resources

Materials: Materials should be current and available to counselors in order for them to implement developmentally appropriate activities for each grade level.

Recommended Material Requirements:

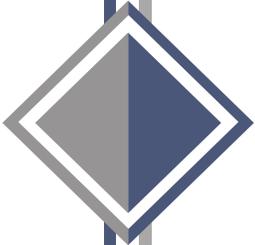
- Curriculum materials - kits, books, software, videos, games
- Assessment materials - interest and aptitude assessments, self-assessment, learning style inventories

Supplies/Equipment: Supplies and equipment should be relevant to the program and appropriate for the community it serves. These should be easily accessible and of sufficient quantity to support the program.

Supply/Equipment Recommended Requirements:

- Adequate supplies for office, such as paper, writing utensils, printer, printer cartridge, copy machine and other miscellaneous office supplies
- Access to TV/VCR/DVD player
- Appropriate locking file cabinets, telephone, and computer

Technology: School counselors use technology daily in the form of the internet, word processing, student database systems and presentation software. Technology is used to help students perform career and educational searches and create online portfolios and four year plans. Additionally, technology is used in planning, implementing and evaluating the comprehensive school counseling program. Counselors should receive appropriate and adequate training in all areas of technology advancements and updates.



Technology Recommended Requirements:

- Computer for counselor use only
- Access to computer lab for program activities
- Access to printer(s), faxes, and copiers
- Technology and computer/related supplies

Staffing: The school counselor shall be approved/certified/licensed by the MOE and shall have the training needed for fulfilling the responsibilities and specialized job assignments. It is strongly recommended that the length of a counselor's contract be extended to eleven months to assure adequate time to plan and implement a quality program. Appropriate counselor/student ratios are critical for program success and increased student achievement and development.

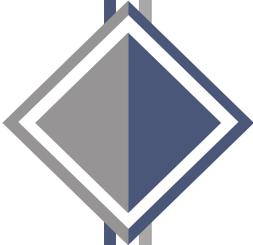
Recommendation:

- Elementary Guidance Counselors - Grades K-6:
1:500
- Secondary Guidance Counselors - Grades 7- 12:
1:350

Additionally, clerical support staff and other system support should be provided to ensure the effective management and delivery of quality comprehensive school counseling programs.

Policy

As the MOE has the responsibility for issues dealing with curriculum and instruction, student testing, special education programs, and alternatives to social promotion, there should be specific policy regarding the guidance and counseling program fully approved and cited by the government. A draft/sample MOE Policy statement can be found in Appendix B.



★ **Role of the Advisory Committee for Comprehensive Guidance and Counseling Program**

The advisory committee is a school-community based group formed for the purpose of providing advice, input and assistance concerning the development and implementation of the Comprehensive Guidance and Counseling Program for the Ministry of Education in Palau. A major function of the advisory committee is to offer advice and provide information from their individual perspectives concerning the career development needs of youth and offer assistance in helping to meet the needs of youth as identified within the framework of a comprehensive guidance program.

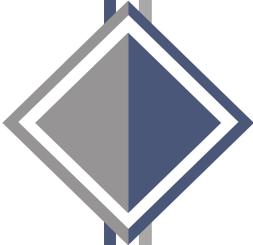
The Advisory Committee provides support, offers advice, reviews program activities and encourages the development of new activities to meet the needs of students, needs of the community, and the overall goals of the program. As Advisory Committee members are invited to participate, it is important to remember that they should have a shared enthusiasm for the education needs of youth and realize the importance of guidance and counseling for all students grades one through fourteen.

It is important to remember that the advisory committee and the individuals invited to participate will serve in an advisory capacity rather than a decision making body. It is the role of this group to provide information and input so that those responsible (MOE-school counselors-principals) for the development and implementation of the guidance program will have additional input and information in order to make informed decision.

The following categories of individuals should comprise the membership of the advisory committee. Additionally, consideration must be given to the inclusion of principals, teachers and parents representing private schools.

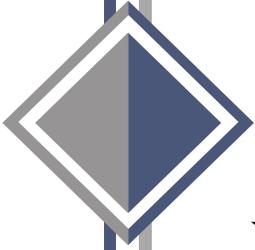
STAFF—EX-OFFICIO MEMBERS

- Building Principals
- Counselors
- Elementary-High School-Community College Teachers

- 
- Parents
 - Business/Industry Leaders
 - Church Leaders
 - Student Body Leaders

If the advisory committee is to function effectively, it is the responsibility of the MOE to illustrate and define the role and function of this group. The following items represent some of the ways in which the Advisory Committee can contribute and in turn be recognized as an active organization to benefit the students throughout Palau. These suggestions are intended to be representative and are not all-inclusive. Other items should be added as the group is formed and input is received from the membership.

- Serve as a means of getting information to and from the public about the comprehensive guidance and counseling program.
- Provide advice regarding priorities to be addressed within the program.
- Help to identify what resources may be available within the community that can help with the career planning needs of youth.
- Explore ways and means of providing resources to help with/assist in the implementation of the guidance and counseling program in each of the local schools.
- Review and offer suggestions regarding students' needs assessment data (this first has to be developed, data collected and analyzed, and then made available to the advisory committee for their consideration).
- Serve as resource speakers in the classroom.
- Provide sites for career awareness and exploration field trips.
- Provide sites for job shadowing experiences for students in grades 7-14 as appropriate.
- Serve as a liaison between the school and the community.
- Promote and assist in getting more parents involved the educational and career planning of their children.



- Promote the importance of career guidance through various organizations such as Women’s Groups, Youth Groups, Chamber, etc.

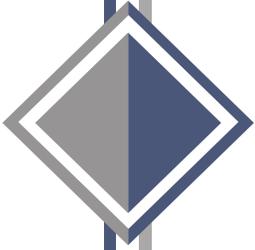
Other activities of the advisory committee should be added as the group becomes organized and understands their role.

★ **The Role of the School Counselor**

- To counsel with students individually and in small groups
- To present developmental lessons in the classroom and in small groups
- To serve as a student advocate
- To consult with teachers, administrators, school support personnel, parents and business/community agencies
- To participate in school meetings
- To participate in community and employer meetings
- To work with parents in teaching effective parenting skills, creating a positive environment, and encouraging parent participation
- To provide staff development in identified areas of need and in orientation to the school counseling program
- To provide leadership in career development of all students
- To coordinate school activities pertaining to the school counseling program
- To facilitate the evaluation of the school counseling program

★ **The Role of the Principal**

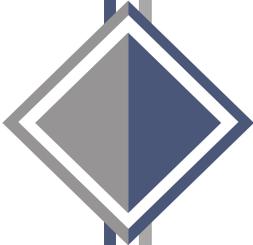
- To support the school counseling program
- To assist the school counselor, as needed
- To consult with the school counselor
- To provide appropriate facilities and equipment
- To work with the counselor in establishing an advisory council
- To help the counselor insure that the school counseling program is an integral part of the total school program
- To become knowledgeable about the intent and content of the program.



- To communicate the purpose of the program to all students, school staff, parents and others in respective municipalities.
- To meet with the counselor and teachers on a regular basis to discuss the program, changes that might need to make or to build on the demonstrated successes in working with students.
- To use the goals and outcomes of the program in determining priorities for the school.
- To visit classrooms on a regular basis and communicate progress toward obtaining the goals of the program.
- To continually encourage and assist teacher in the implementation of activities in their classrooms.
- To work with the counselor to develop partnerships in the community to provide career awareness, exploration and planning opportunities for students.
- To provide time for the counselor to present and discuss their program during faculty meetings.
- To assure that the counselor has sufficient time, space and resources to meet the needs and goals of the program.
- To develop a process to recognize everyone's contribution toward program development and implementation.
- To assist in the evaluation of the school counseling program
- To recommend for employment properly licensed counselors

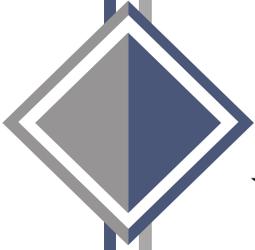
★ **The Role of the Teacher**

It will become the responsibility of each classroom teachers to assure that guidance curriculum, classroom strategies and activities are being implemented in conjunction with their regular curriculum that will address the needs of elementary students in the major areas of Knowledge of Self and Others; Career Awareness, Exploration and Planning; and Educational and Career Development. It must be noted that the classroom teacher will always have the responsibility to reinforce the content and concepts within the framework of the



comprehensive guidance program to help assure that the needs of students are being met.

- To share insight and knowledge with the counselor in creating a positive environment for the student
- To support and assist with the implementation of the school counseling program
- To assist in identifying students with special needs and in making appropriate referrals
- To share student data with the counselor
- To incorporate information and insight from the counselor in developing effective teaching strategies
- To recognize that all students need some assistance in resolving problems
- To recognize that the school counseling program is vital to student academic success
- To collaborate with the school counselor in integrating the school counseling program into the academic program
- To be a guidance teacher in assisting the counselors in guiding students to reaching their individual goals
- To take part in the review/evaluation of guidance classroom activities and determine the extent to which student have gained new knowledge.
- To make recommendations for changes in the activities and program content as appropriate.
- To report student progress related to guidance activities.
- To develop a communication procedure between teachers and parents regarding student progress, needs, interest and abilities as related to educational and career planning.
- To assist students in the development of career plans beginning at grade six or seven.
- To monitor student progress and identify potential problem areas—issues that may require outside referral and assistance.
- To provide information to parent groups regarding the intent and purpose of the activities in their classrooms.



- To participate with the school principal and counselor in the identification of resources that will help facilitate guidance activities in the classroom
- To keep the counselor informed regarding students' academic or social problems.

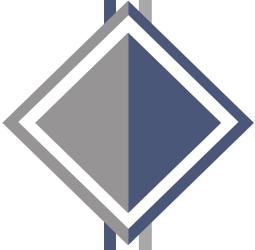
★ **Role of the Parent**

- To serve as a resource to the counselor and school staff
- To stay involved in your child's education and school
- To share information with the counselor, an important part of establishing a helping relationship
- To be aware of the guidance and counseling resources at your child's school
- To provide input to the curriculum that is provided for your child by the counselors
- To work with the counselors to help your child overcome any barriers in the educational process
- To be involved in the individual planning system to ensure your child's successful development and implementation of educational and career plans.

★ **Role of Palau Community College**

Palau Community College (PCC) is the main location for public school educators to attend for training for the two year certificate to be a teacher. It would be the role of PCC to provide information and assist the school counselors in providing accurate information concerning programs, dual-enrollment, and requirements for PCC and any transfer requirements from PCC to an outside university. With the student services department being a partnering group with the school programs, students will be better informed as to their future paths as well as being better prepared for success at the postsecondary levels.

Also, as a partner in educating the youth of Palau, it would be appropriate for PCC staff to assist in the development of a "college culture" for all citizens in Palau by committing to the following:



- Providing programs for elementary students, parents and employers as to the advantages of postsecondary education;
- Providing programs for parents and educators on the financial aid processes and possible scholarships for students;
- Ensuring that standards are aligned from elementary to postsecondary level in order for students to progress in a timely manner through their educational process;
- Providing programs for elementary students to attend during the summer or weekends at the campus to encourage familiarity with college;
- Work with the Palau Scholarship Office to ensure all students and parents are provided information as to what scholarships and financial aid programs are available to Palauan students.

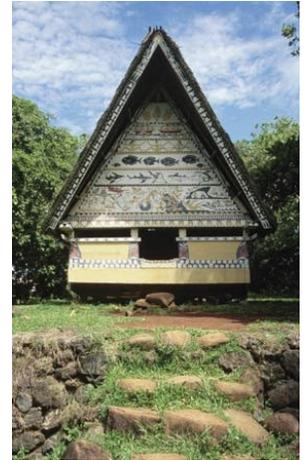
While at the current time, there are no specific requirements for counselors in Palau public schools, there was and is a recommended certification process. The process was developed and approved with the original plan and circumstances in getting qualified counselors prevented the process from being required. That process and the requirements are located in the Appendix of this document.



Part IV: Palau Guidance and Counseling Program Components

1. Foundation

The program has as the foundation: a mission/vision, guiding principles, program definition, Palau laws and Ministry of Education policy, and the Palau School Counseling and Career Guidance PK-12 Standards.



2. Mission

Palau's Comprehensive School Counseling Programs will provide educational support for all students by promoting and facilitating their academic, personal/social and career development.

3. Vision

As a result of the implementation of the Comprehensive School Counseling Program, all students will be academically prepared, well adjusted members of society, lifelong learners and productive citizens.

4. Guiding Principles

Palau's program guiding principles will apply to all regardless of race, gender, ethnicity, cultural background, sexual orientation, disability, socio-economic status, learning ability level or language.

- ★ **All students can achieve.**
- ★ **All students have dignity and worth.**
- ★ **All students need, deserve and must be provided a quality education.**
- ★ **All students will have knowledgeable and skilled adults to provide guidance and support during their educational years in public schools.**

- ★ **All students, the schools and the community will have better overall success because of the quality comprehensive school counseling program.**

5. Program Definition

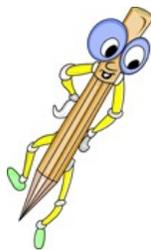
A school counseling program is comprehensive in scope, preventative in design and developmental in nature, designed to ensure that every student receives the program benefits and, while being implemented by a credentialed school counselor(s), the program is an integral part of the total education program as a partnership of counselors, faculty/staff, students, families and community members to help meet the academic, personal/social and career preparation needs of ALL students.

6. Program Standards and Competencies

Palau's guidance and counseling program shall be based on program standards, counselor standards and competencies with student performance levels by grade distribution from 1 - 14. These are listed separately in the Appendices of this document.

7. Program Personnel

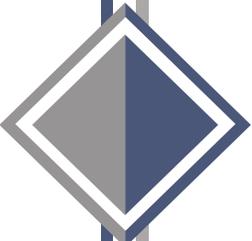
Job Description-Duties and Functions



Director of Guidance and Counseling

While at the present time, there is no funded position of “director of guidance” for the Palau’s Ministry of Education. However, as the system and program develops this may become a reality.

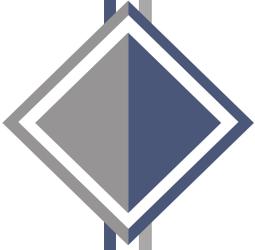
This would become a full time, twelve month, professional position. The responsibilities associated with this position shall include all aspects of planning, developing, implementing and evaluating the Comprehensive Guidance Program according to the Comprehensive Guidance and Counseling Program: A Guide for Program Development, Implementation and Evaluation.



Required Knowledge, Skills and Abilities

The “director of guidance” shall be thoroughly familiar with the framework/structure of the comprehensive guidance and counseling model, which includes the following:

- Structural Component—DOE Vision Statement, Guidance Vision/Mission Statement, Program Definition, Utilization of Advisory Council, Management of Steering Committee, Development of appropriate guidance facilities in each building, Knowledgeable about the structuring and operation of career guidance centers, Acquisition of needed program resource materials, and Assist in development and management of program budget.
- Program Component—requires a thorough understanding of how each of the “programmatic components” must serve as the major delivery system to meet the needs of the all students.
- Comprehensive Guidance Curriculum Component—knows and understands the complete Scope and Sequence of student competencies. Be knowledgeable about and be able to communicate reason/rationale for use of the three major areas of Knowledge of Self and Others, Career Awareness-Exploration and Planning, and Educational and Career Development.
- School Campus Component – Assist each of the school buildings in development of a guidance curriculum that will meet the needs of students within each of the schools and assist in the selection and sequencing of activities to assure a development guidance program.
- Individual Planning Component—have skills and knowledge to assist in the implementation of a systematic “individual planning” program for all students beginning no later than grade 7 and, conjunction with local school level counselors, develop a plan to consistently monitor and update each student’s individual career/education plan.

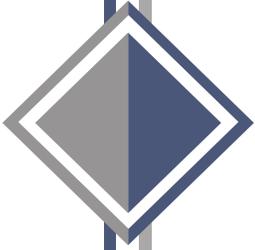


- Counseling, Consultation and Referral—have skills and knowledge about the “counseling” needs of students with the processes of counseling, consultation and referral and the appropriateness of each.
- Program Management—develop a program management plan that will include public relations, community outreach activities, program review/revision as needed, needs assessment, program evaluation, personnel evaluation, etc.
- Ability and skill to develop and coordinate staff development/in-services activities to assure program continuity within each school and throughout Palau.
- Ability and skills to organize concepts and ideas, formulate plans, and effectively communicate them, both orally and in writing, to other members of the Ministry of Education, to school principals, to counselors, to parents and to the larger community.

Examples of Work Performed:

The following are examples of job functions associated with the position “director of guidance” for the Ministry of Education. The examples are for illustration and are not intended to be all-inclusive.

- Review guidance program activities in each school on a systematic basis and determine program needs for each school and the Republic.
- Develop, plan and coordinate workshops for principals, counselors and teachers in order to enhance program development, implementation and evaluation.
- Work with other agencies/groups to assure maximum opportunities for all students in Palau.
- On-going review of guidance program curriculum activities and other program components to assure continuity and quality.
- Development of public relations activities that will promote Comprehensive Guidance and Counseling throughout Palau.



- Supervise, direct and participate in the development of resource materials for each of the school buildings.
- Assist in the development and operation of career resource centers for the high school and elementary schools.
- Provide technical assistance to each of the school buildings on a regular basis.
- Monitor program activities in each building and assure that the Comprehensive Guidance Program content is being provided according to plans.

Qualifications for Position:

The Director of Guidance shall have:

- Appropriate MOE approved level teacher certification.
- Minimally Level I Counselor Certification with evidence of continued work toward Level II certification or completion of a Masters Degree in School Counseling.
- Evidence of previous training associated with the development, implementation and evaluation of comprehensive guidance.
- Ability to serve a “role model” for other principals, teachers and counselors.
- Ability to communicate the purpose of the comprehensive guidance and counseling program.
- Evidence of work experience outside of the school setting.

(Other qualification and experiences approved by the Minister of Education will meet the requirements of the position may be accepted in lieu of the above).

School Counselor: Functions and Job Description

Primary Functions:

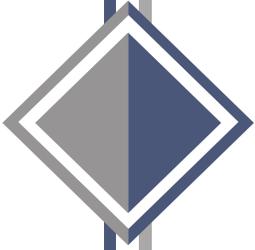
As a member of the school building staff, the counselor is to:

- ⇒ plan, develop and implement a comprehensive guidance and counseling program for all students.
- ⇒ provide activities to meet the needs of students and to achieve student outcomes in the areas of Knowledge of Self and Others, Career Awareness, Exploration and Planning, and Education and Career Development.
- ⇒ implement the following:
 - ✓ guidance curriculum;
 - ✓ individual planning;
 - ✓ counseling, consultation and referral;
 - ✓ effective program management, and
 - ✓ employability skills training and job placement system
- ⇒ consult with teachers and parents to enhance their effectiveness in helping students at appropriate grade levels.



Major Job Responsibilities:

1. Implement the guidance curriculum at the appropriate levels.
2. Develop plans and strategies to assure that all students receive needed career guidance and personal counseling as appropriate.
3. Work with students individually and in small groups concerning the development of career and educational plans.
4. Consult with teachers regarding personal, academic and **career needs of students.**
5. **Encourage/assist parents to become more involved in their son/daughter education and career planning.**
6. **Work with parents on development issues and student problems and together develop strategies that will help the student improve.**
7. **Identify and work with appropriate referral sources to help students with severe emotional problems or other issues that the counselor is trained to handle.**



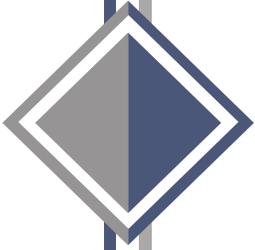
8. **Develop plans and activities to implement career guidance concepts into the classroom that will cause teachers to become actively involved.**
9. **Create a close working relationship with employers, business/industry and others to enhance the implementation and delivery of career guidance and encourage them to become active partners and team members in the delivery of the program. (i.e., internship programs, job shadowing sites, field trip sites, etc.)**
10. **Help students create and use career plans, portfolios and other materials to improve their planning for further education, training or employment.**

Key Duties:

The counselor will develop, plan and conduct career guidance leaning activities in the classroom as planned in conjunction with the school principal and teachers. The counselor will also consult with teachers and be a resource person for teachers to facilitate the infusion of career guidance activities into the regular education curricula.

The counselor will work with students individually and in small groups to assist them in the development of appropriate education and career plans. This may include orientation activities to assist students as they move from grade school to middle school and middle school to high school. This will also include the use of interest survey data, aptitude assessments and other assessment information as appropriate.

It will be necessary at times for the counselor to establish and conduct small groups (based on the training and skill level of the counselor) to meet the identified needs of students. Session topics might include self-awareness, academic problems, behavior problems, peer relationships, family issues, workshops for parents, child abuse and substance abuse, suicide (threats and attempts), and other issues as deemed necessary by counselors and staff.



The counselor will have to consult with teachers, staff and parents regarding the developmental needs of students. This may involve providing in-service for school staff, conferences with teachers and parents, providing programs to increase parent involvement and assisting families with school related problems. In some instances the counselor, in cooperation with parents and principals, will have to arrange for outside assistance for students who have serious problems.

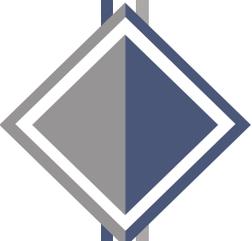
Most of all, the counselor must act as an advocate for students as appropriate in conjunction with other staff, and assist in the developmental needs of each student so they can succeed in school and beyond.

8. Management System

In order to systematically deliver a quality program addressing every student's needs, the program must be efficiently and effectively managed. This section addresses the *when* (action plan and calendar), *why* (use of data), *who* will implement (management agreement) and *on what authority* (management agreement and advisory council) the school counseling program is delivered.

Management Agreements

Management agreements are to be established annually between school counselors and the principal. The counselor should produce and present yearly a draft of the agreement; the principal then reviews the document and arrives at consensus with the school counselor as to how students, guidance curriculum and services will be assigned to specific counselors. Decisions should be made based on site needs and data analysis. When the principal and school counselors meet and agree on program priorities, implementation strategies and the organization of the counseling department, the entire program runs more smoothly is more likely to produce the desired results for students. See Appendices for sample Management Agreement.



Advisory Council

An advisory council is a representative group of persons appointed to both advise and assist the school counseling program. Council membership should reflect the community's diversity and may include school staff, parents, school board members, student and business and community representatives. Advisory councils should meet twice a year at a minimum and may be organized at the system and the individual school level.

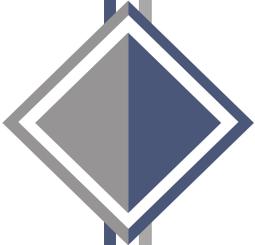
Use of Data

A comprehensive school counseling program is data driven. The use of data to effect change within the school system is integral to ensuring students success. School counselors should be proficient in the collection, analysis, and interpretation of data.

School Counselors monitor student progress through collection of various types of data:

- ✓ Process data offers evidence only that an event or activity occurred. For example, school counselors may present the numbers of students seen individually, in groups, or in classrooms.**
- ✓ Perception data is gathered from needs assessments or surveys and report opinions at the time of data collection.**
- ✓ Results data answers the question "so what?" and provides evidence that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement.**
- ✓ School improvement data presents the picture of the current status of student needs, accomplishments and progress. When the school counseling program impacts school improvement data, effectiveness is self evident and these intentional practices lead to higher levels of student success**

Each local school should decide what is important to monitor. It is necessary to note that while it is important for school counselors to generate, analyze and interpret data, school counselors are NOT data entry clerks or attendance clerks and should not be used as such.



School counselors may find relevant data through such tools as student education and career planning folders, also known as student portfolios. These often include, but are not limited to, the following documentation:

Course selection:

- ✓ Path choice
- ✓ Extracurricular involvement
- ✓ Awards and certificates
- ✓ Letters of recommendation
- ✓ Student resume

Assessment Results

Additional information regarding data collection and analysis can be found in the *Accountability* section of this handbook.

Action Plans

For effective delivery of services, school counselors must develop a plan of action detailing annual program activities as a means of addressing how desired results will be achieved. The Action Plan consists of structured developmental lessons designed to assist students in achieving the Palau Guidance and Counseling Standards. Selected components should relate to the School Improvement Plan (SIP).

Action Plans usually contain:

- ◆ Domain, standard and SIP goal to be addressed
- ◆ Student competency addressed
- ◆ Description of the activity
- ◆ Curriculum/materials being used in the activity
- ◆ Time line for completion
- ◆ Means of evaluation
- ◆ Expected result as demonstrated by student
- ◆ Person responsible
- ◆ # students involved

See Appendices for sample ACTION PLAN

Use of Time and Calendars

Time:

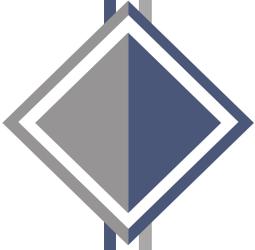
School counselors should keep track of their time and document activities performed throughout the day. This documentation serves as a guide for future planning and program evaluation. ASCA recommends that school counselors spend the majority of their time in direct service to students. Gysbers and Henderson (2000)* are more specific in their recommendation for time distribution, suggesting that school counselors spend 80% of their time in direct service to students and 20% in program management.

While the amount of time counselors should spend delivering services in each component area remains relative to the individualized needs of each school, ASCA provides the following recommendation:

Sample Distribution of Total School Counselor Time within the Delivery System Component

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35% - 45%	25% - 35%	15% - 25%
Individual Student Planning	5% - 10%	15% - 25%	25% - 35%
Responsive Services	30% - 40%	30%- 40%	25% - 35%
System Support	10% - 15%	10% - 15%	15% - 20%

*Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.



Calendars

School counselors should develop and publish a master calendar of program events and activities. Calendars support program planning and help to facilitate involvement of stakeholders in the school counseling program. These can be great public relations tools. Thought must be given as to consistency of timing and distribution methods, format and attractiveness of the design, color and detail.

9. The Delivery System:

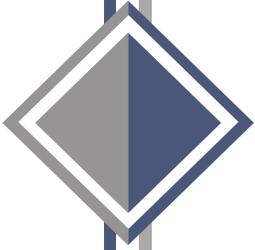
The Delivery System is the “how” of the implementation process. It consists of activities, interactions and areas in which school counselors work to deliver the program. Within the delivery system there are four components: guidance curriculum, individual student planning, responsive services, and system support.

Guidance Curriculum

The school guidance curriculum is designed to facilitate the systemic delivery of lessons or activities to all students. These should be aligned to the Palau Guidance and Counseling Standards, addressing established student competencies. The guidance curriculum promotes knowledge, attitudes and skills through instruction in three domains of student development: academic, personal/social and career. School counselors should differentiate their teaching strategies to address the diverse needs of every student served. Student mastery of competencies should be assessed using a variety of methods.

The guidance curriculum is often delivered through:

- Classroom Instruction: School counselors provide instruction, via teaching, team teaching or assisting in the teaching of the guidance curriculum in the classroom, career center or other school facilities.**
- Interdisciplinary Curriculum Development: School counselors participate with other faculty in designing lessons which integrate content area units of study and the guidance curriculum.**



- **Group Activities:** School counselors provide instruction to students within a small group setting outside of the classroom.
- **Parent/Community Workshops:** School counselors conduct workshops and informational sessions for parents/guardians and others.

It must be noted that a school counselor should NOT be used as the teacher of record for content courses. This is a misuse of their time and expertise. Additionally, while classroom guidance curriculum activities are worthwhile and an integral part of the total comprehensive counseling program, school counselors should NOT be required to spend all of their time in the classroom. (See distribution of time recommendations)

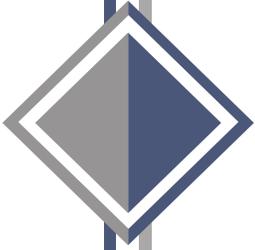
Individual Student Planning

This component consists of school counselor coordinated systemic activities that help ALL students plan, monitor, and manage their own learning as well as meet competencies in the areas of academic, personal/social and career development. School counselors also help students make the transition from home to school, school to school, school to work or school to higher education or career or technical training.

Individual student planning is often implemented through such strategies as:

Individual or Small Group Appraisal: School counselors assist students in analyzing and evaluating abilities, interests, skills, and achievement.

Individual or Small Group Advisement: School counselors assist students in establishing educational, career, personal and social goals by involving parents, students, school, business and community.



Often other activities that might be included are:

- test score review/interpretation**
- career decision making**
- 4-year or 6-year planning**
- yearly course selection**
- scholarship/financial aid**
- interest inventories**
- college selection**

Responsive Services

This component consists of activities coordinated by school counselors to meet the immediate needs and concerns of students. These services are available to ALL students and are often student initiated through self-referral; although others may also refer students for assistance.

Responsive services are often delivered using such strategies as:

Individual/Small Group Counseling: Counseling is provided on a small group or individual basis for students.

Consultation: School counselors consult with parents, teachers, other educators and community agencies regarding strategies to assist students and families.

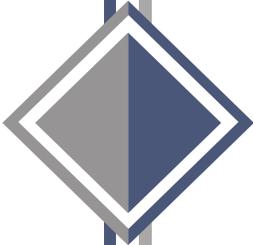
Referral: School counselors use referral sources to deal with crises such as suicide, violence, abuse, illness, and death.

Crisis Counseling: School counselors provide prevention, intervention and follow-up to students facing emergency situations.

Peer Mediation: School counselors train students as peer mediators, conflict managers, tutors and mentors.

System Support

System support consists of management activities which



establish, maintain, and enhance the total school counseling program. These activities include, but are not limited to:

Professional Development: School counselors should be actively involved in updating their professional knowledge and skills through in-service trainings (providing them as well as attending them), professional association membership, and continued post-graduate education.

Program Management/Operations: School counselors should coordinate planning and management tasks which support the activities of a comprehensive, developmental school counseling program. Additionally, as members of the faculty team, they should perform fair share responsibilities just as expected of all other staff members.

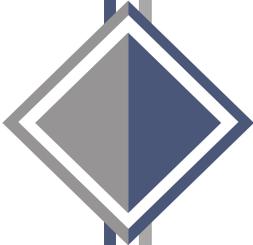
Consultation/Collaboration/Teaming: School counselors should consult and collaborate with faculty/staff, parents/guardians and community members in order to provide and receive information relevant to the school counseling program and the meeting of student needs.

10. The Accountability System:

Accountability

Accountability and evaluation of the school counseling program are absolute necessities. Data must be collected and analyzed in an effort to evaluate the quality of the program. School counselors should develop specific and measurable goals. They should be prepared and expected to provide an answer to the question “How are students different because of the school counseling program?” with quantitative as well as qualitative data responses.

Although accountability has always been part of the school counselor’s professional responsibility, the No Child Left Behind (2001) legislation has raised the bar on accountability for everyone in education, including school counselors. The legislation, calls for all stakeholders in the school system to



share responsibility for collectively removing barriers that impede learning and student success. School counselors are now focused on measurable results of the school counseling program and its impact on student achievement

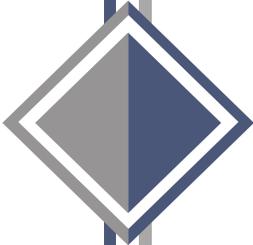
All school staff work in an accountability-driven environment as schools are rated annually on their yearly progress.

Accountability requires all educators to systematically collect, analyze, and use data to examine student achievement. School counselors can demonstrate and communicate how their school counseling programs positively impact student achievement and, by so doing, share accountability for school improvement with school and community

Stakeholders at the school, community, and state levels that have an interest in the work of school counselors continue to seek evidence that school counseling programs are accountable, promote student achievement, and address an advocacy agenda for equity in educational opportunities. Increasingly school counselors are being challenged to demonstrate the effectiveness of the school counseling program in measurable terms. If this challenge is to be met, school counselors must assume a leadership role for program development and implementation that is based on the Guidance and Counseling Standards and connected to the goals of school improvement.

Using Data

Data informs, confirms progress, and reveals shortcomings in student performance (Stone & Dahir, 2004). In order to demonstrate the effectiveness of the school counseling program on student academic achievement and success, and the impact of the program on the goals, school counselors need to use data. School counselors can collect and analyze student data to inform and guide the development of a comprehensive school counseling program based upon school wide issues. Annual school report cards publicize critical data elements such as attendance, graduation rates, postsecondary planning rates, and assessments. Data can be used to document the results of



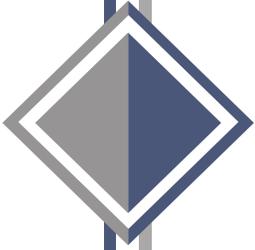
classroom lessons, the individual student planning sessions by grade level, and the strategies and interventions used to improve student academic achievement and equitable access for all students to programs and resources.

School counselors often use one of the following data sources to highlight program accomplishments:

- ★ **Process data offers evidence only that an event or activity occurred. For example, school counselors may present the numbers of students seen individually, in groups, or in classrooms.**
- ★ **Perception data is gathered from needs assessments or surveys and report opinions at the time of data collection.**
- ★ **Results data answers the question "so what?" and provides evidence that a student competency is not just mastered but has affected course-taking patterns, graduation rates, knowledge attainment, attendance, behavior, and/or academic achievement (ASCA).**
- ★ **School improvement data presents the picture of the current status of student needs, accomplishments and progress. When the school counseling program impacts school improvement data, effectiveness is self evident and these intentional practices lead to higher levels of student success (Stone & 2004)**

Finding Data

School-based annual school report cards publicize data elements such as attendance, demographics, graduation and postsecondary planning rates, and standardized test results. When data is disaggregated into categories such as ethnicity, gender, socio-economic status, or teacher assignment it provides information for the analysis of student performance. It is then possible to more closely examine which groups of students are successful and which are failing. For example, data analyses would provide factual information for a school counselor to investigate whether or not equitable access to academically rigorous course-work was available to all students.

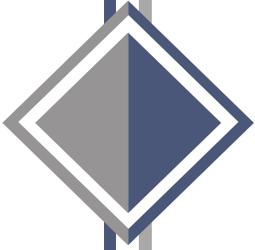


A school counselor familiar with using data to effect systemic change makes a strong case for looking at the equity issues in educational placement practices. Every student is entitled to a quality education and the opportunity to avail themselves of career and technical programs, music, art, languages, technology or advanced placement courses. The use of data will confirm that every student has a program of study and career plan that is commensurate with their aspirations and dreams.

Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap. School counselors can collaborate with faculty to devise strategies that will enable more students to move successfully from grade level to grade level. When school counselors work with the same school-based data as their colleagues, they share accountability for student outcomes and contribute to moving critical data elements in a positive direction.

Critical Data Elements Can Include:

- ◆ **Student report card grades**
- ◆ **Comments on student report cards**
- ◆ **End of Course Exam results**
- ◆ **Participation in academic support services**
- ◆ **Passing rates each quarter**
- ◆ **High school graduation rates**
- ◆ **Promotion from grade level to grade level**
- ◆ **Enrollment in Honors, AP, IB, College Level Courses**
- ◆ **GPA**
- ◆ **Number of students with career and education plans at the middle and high school**
- ◆ **Number of students enrolling in postsecondary education**
- ◆ **Number of students successfully completing postsecondary education**
- ◆ **Special Education referrals**
- ◆ **Drop out rates**
- ◆ **Attendance**
- ◆ **Discipline referrals**
- ◆ **Suspensions**
- ◆ **Mobility**



Student Success:

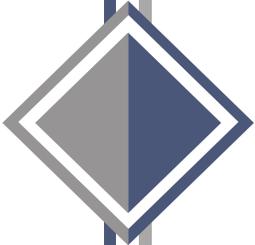
The impact of the school counseling program can be measured on critical data, those elements of the school report card that are the structure of the accountability process. This supports the accountability component of the ASCA National Model and moves school counselors from a “counting tasks” system to aligning the school counseling program with standards-based reform. Using information such as retention rates, test scores, and post-secondary going-rates to develop specific strategies for connecting school counseling to the accountability agenda is the way to utilize the information for determining the impact.

This process connects the comprehensive K-12 school-counseling program to the mission of the school or MOE and to the goals of the annual school improvement plan. These identify the critical data elements that are important to the internal and external stakeholders. In Analyzing such information there are some elements which need to be aggregated or disaggregated for use by stakeholders.

The information provided would go to the advisory committee and identified stakeholders to be involved in addressing these school-improvement issues and to unite to develop strategies. The analyzing of results or the impact would provide the needed improvement areas and strategies.

The resulting information would need to be distributed or publicized to show the positive impact the school-counseling program has had on student achievement.

When an accountable, data-driven school improvement expectation is a constant for stakeholders and the school counseling program and counselors are agents of school and community change, the climate and support for quality and rigor is the norm. The program then becomes an accountable measure of student success.



Reports from Data

As data is analyzed and reports distributed, the change in student knowledge, attitudes and skills within the academic, personal/social and career domains can be evident.



Data results reports may include the following:

- ✓ **grade level served**
- ✓ **lesson content area**
- ✓ **curriculum/materials used**
- ✓ **# of participants served/affected**
- ✓ **desired results**
- ✓ **actual results**
- ✓ **person delivering service**
- ✓ **timeline**

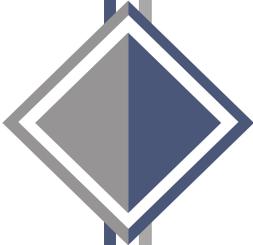
Other reports, which analyze the program's impact over time, may include the following:

- ✓ **demographic data**
- ✓ **attendance data**
- ✓ **suspension and expulsion rates**
- ✓ **behavior referrals**
- ✓ **promotion/retention rates**
- ✓ **graduation rates**
- ✓ **test results**
- ✓ **family involvement rates**

See Appendices for sample RESULTS REPORTS

Program Audit

The program audit is used to assess the school counseling program based on goals and student achievement. Audits are should be conducted when a program is first being designed and then yearly to appraise the progress of the development of the program. Program results should be shared with the Advisor Council and school administration.



Sample PROGRAM AUDIT forms are available in the ASCA National Model.

Special Groups Model for Local Evaluation

Apprentice educators should be evaluated at the local level using a state model or a locally developed plan that has been approved by the Ministry of Education. The Ministry of Education's approved guidelines for local evaluation should be utilized and revised as needed. The local school has the option of evaluating educators more often than required.

Groups of educators who must be evaluated to meet requirements are:

Counselors with Level I and II certificate: In their first years of serving as a counselor, these must be evaluated each year.

Educators with Level III certificate or license: Each should be evaluated annually at the local level and each 5 years above the local level.

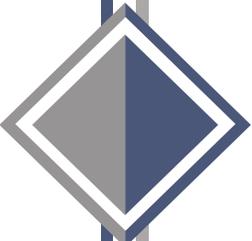
Evaluations shall be conducted by the immediate supervisor or their designee. This designee must be the person responsible for evaluating educators as defined by the MOE.

The counselors can be evaluated in "special" situations as well as programmatically. Although all instruments in this model can be used for educators who have a mix of classroom and non-classroom experiences, there should be a method, for example, to use an observation instrument when observing a counselor in a classroom setting.

Evaluation Components:

Counselors should be evaluated in six major areas (domains) of competency. These major areas are similar to the domains of competence in the comprehensive assessment for classroom teachers. The six domains are:

- **Planning**

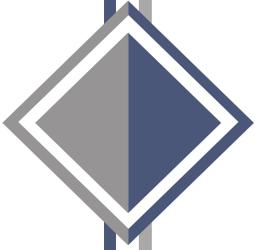
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- **Delivery of Effective Service**
 - **Evaluation**
 - **Program Management**
 - **Leadership**
 - **Communication**

Throughout the evaluation period, the evaluator gathers information about the counselor through observations, conferences, and a review of the counselor's professionally related materials and professional leadership activities. This information must be reviewed with the counselor at a year-end conference and be translated into a five-point rating scale.

Evaluation Scores

Many of the counselors evaluated under this evaluation component will already have a professional license. A few may be beginning public school counselor experience. One does not expect beginning counselors to have the same levels of performance as more experienced educators. Therefore, the following patterns of performance as indicated by competency scores should be present for an individual's performance to be judged satisfactory:

- Educators with Level I and 1st year counselors – For Competencies I, II, III, IV: 3 competency scores of 3 or higher and 1 score of 2 or higher; for Competency V (Leadership): a score of 2 or higher; for Competency VI (Communication) a score of 3 or higher**
- Educators with Level II and 2nd – 3rd year counselors – For Competencies I, II, III, IV, V: 2 competency scores of 4 or higher and 3 scores of 3 or higher; for Competency VI (Communication): a score of 4 or higher**
- Educators with Professional License and 3+ years experience) – For Competencies I, II, III, IV, V: 4 competency scores of 4 or higher and 1 competency score of 3 or higher; for Competency VI (Communication): a score of 4 or higher**



Appendices

Appendix A: The SCANS Skills and Competencies: an Overview

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment.

The primary objective is to help teachers understand how curriculum and instruction must change to enable students to develop those high performance skills needed to succeed in the high performance workplace.

SCANS has focused on one important aspect of schooling: what they called "learning a living" system. In 1991, they issued their initial report, *What Work Requires of Schools*. As outlined in that report, a high-performance workplace requires workers who have a [solid foundation](#) in the basic literacy and computational skills, in the thinking skills necessary to put knowledge to work, and in the personal qualities that make workers dedicated and trustworthy.

High-performance [workplaces also require other competencies](#): the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies.

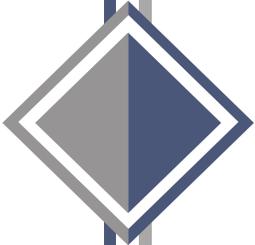
This document outlines both these "fundamental skills" and "workplace competencies"

A Three-Part Foundation

Basic Skills:

Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. Listening--receives, attends to, interprets, and responds to verbal messages and other cues

- 
- E. Speaking--organizes ideas and communicates orally

Thinking Skills:

Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. Creative Thinking--generates new ideas
- B. Decision Making--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. Problem Solving--recognizes problems and devises and implements plan of action
- D. Seeing Things in the Mind's Eye--organizes, and processes symbols, pictures, graphs, objects, and other information
- E. Knowing How to Learn--uses efficient learning techniques to acquire and apply new knowledge and skills
- F. Reasoning--discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem

Personal Qualities:

Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

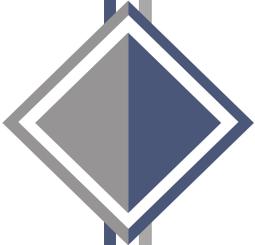
- A. Responsibility--exerts a high level of effort and perseveres towards goal attainment
- B. Self-Esteem--believes in own self-worth and maintains a positive view of self
- C. Sociability--demonstrates understanding, friendliness, adaptability, and empathy
- D. Self-Management--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. Integrity/Honesty--chooses ethical courses of action

Five Workplace Competencies

Resources:

Identifies, organizes, plans, and allocates resources

- A. *Time*--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. *Money*--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

- 
- C. *Material and Facilities*--Acquires, stores, allocates, and uses materials or space efficiently
 - D. *Human Resources*--Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal:

Works with others

- A. *Participates as Member of a Team*--contributes to group effort
- B. *Teaches Others New Skills*
- C. *Serves Clients/Customers*--works to satisfy customers' expectations
- D. *Exercises Leadership*--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. *Negotiates*--works toward agreements involving exchange of resources, resolves divergent interests
- F. *Works with Diversity*--works well with men and women from diverse backgrounds

Information:

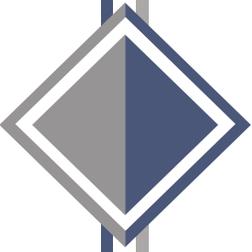
Acquires and uses information

- A. *Acquires and Evaluates Information*
- B. *Organizes and Maintains Information*
- C. *Interprets and Communicates Information*
- D. *Uses Computers to Process Information*

Systems:

Understands complex inter-relationships

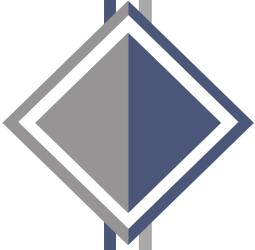
- A. *Understands Systems*--knows how social, organizational, and technological systems work and operates effectively with them
- B. *Monitors and Corrects Performance*--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. *Improves or Designs Systems*--suggests modifications to existing systems and develops new or alternative systems to improve performance



Technology:

Works with a variety of technologies

- A. *Selects Technology*--chooses procedures, tools or equipment including computers and related technologies
- B. *Applies Technology to Task*--Understands overall intent and proper procedures for setup and operation of equipment
- C. *Maintains and Troubleshoots Equipment*--Prevents, identifies, or solves problems with equipment, including computers and other technologies



APPENDIX B

PALAU STUDENT COMPETENCIES BY AREA AND CATEGORY

Competencies and indicators have been developed for the elementary, middle/junior high school, high school and adult levels. Although postsecondary institutions serve adults, it is important to be aware of the competencies from the elementary, middle grades and high school levels. Individuals who have had little career development assistance may need to master competencies at these earlier levels before addressing the tasks presented at the adult level.

The competencies and indicators represent the knowledge, skills and abilities individuals need to acquire academic and career-related skills to make decisions, obtain or change employment and plan for the future. The presentation of the competencies, followed by indicators, does not imply a sequential order for delivery but is an inclusive listing of elements important one's career development.

Elementary Grades 1-6	Grades 7-8	High School Grades 9 - 12	(13-14) Adult
<i>Self-Knowledge</i>			
Competency I: Knowledge of the importance of self-concept.	Competency I: Knowledge of the influences of a positive self-concept.	Competency I: Understanding the influence of a positive self-concept.	Competency I: Skills to maintain a positive self concept.
<ul style="list-style-type: none"> • Describe positive characteristics about self as seen by self and others. • Identify how behaviors affect school and family situations. • Demonstrate a positive attitude about self. • Identify personal interests, abilities, strengths and weaknesses. • Describe ways to meet personal needs through work. 	<ul style="list-style-type: none"> • Describe personal likes and dislikes. • Describe individual skills required to fulfill different life roles. • Describe how one's behavior influences the feelings and actions of others. • Identify environmental influences on attitudes, behaviors and aptitudes. 	<ul style="list-style-type: none"> • Identify and appreciate personal interests, abilities and skills. • Demonstrate the ability to use peer feedback. • Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals. • Demonstrate an understanding of environmental influences one's behaviors. • Demonstrate an understanding of the relationship between personal behavior and self-concept. 	<ul style="list-style-type: none"> • Demonstrate a positive self-concept. • Identify skills, abilities, interests, experiences, values and personality traits and their influence on career decisions. • Identify achievements related to work, learning and leisure and their influence on self perception. • Demonstrate a realistic understanding of self.

Elementary Grades 1-6	Grades 7-8	High School Grades 9 - 12	(13-14) Adult
Competency II: Skills to interact with others.	Competency II: Skills to interact with others.	Competency II: Skills to interact positively with others.	Competency II: Skills to maintain effective/positive behaviors.
<ul style="list-style-type: none"> • Identify how people are unique. • Demonstrate effective skills for interacting with others. • Demonstrate skills in resolving conflicts with peers and adults. • Demonstrate group membership skills. • Identify sources and effects of peer pressure. • Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs. • Demonstrate awareness of different cultures, lifestyles, attitudes and abilities. 	<ul style="list-style-type: none"> • Demonstrate respect for the feelings and beliefs of other people. • Demonstrate an appreciation for the similarities and differences among people. • Demonstrate tolerance and flexibility in interpersonal and group situations. • Demonstrate skills in responding to criticism. • Demonstrate effective group membership skills. • Demonstrate effective social skills. • Demonstrate understanding of different cultures, lifestyles, attitudes and disabilities. 	<ul style="list-style-type: none"> • Demonstrate effective interpersonal skills. • Demonstrate interpersonal skills required for working with and for others. • Describe appropriate employer and employee interactions in various situations. • Demonstrate how to express feelings, reactions and ideas in an appropriate manner. 	<ul style="list-style-type: none"> • Demonstrate appropriate interpersonal skills in expressing feelings and ideas. • Identify symptoms of stress. • Demonstrate skills to overcome self-defeating (harmful to self) behaviors. • Demonstrate skills in identifying support and networking arrangements (including role models). • Demonstrate skills to manage financial resources.
Competency III: Awareness of the importance of growth and change.	Competency III: Knowledge of the importance of growth and change.	Competency III: Understanding the impact of growth and development.	Competency III: Understanding developmental changes and transitions.
<ul style="list-style-type: none"> • Identify personal feelings. • Identify ways to express feelings. • Describe causes of stress. • Identify and select appropriate behaviors to deal with specific emotional situations. • Demonstrate healthy ways of dealing with conflicts, stress and emotions in self/others. • Demonstrate knowledge of good health habits. 	<ul style="list-style-type: none"> • Identify feelings associated with significant experiences. • Identify internal and external sources of stress. • Demonstrate ways of responding to others when under stress. • Describe changes that occur in the physical, psychological, social and emotional development of an individual. • Describe physiological and psychological factors as they relate to career development. 	<ul style="list-style-type: none"> • Describe how developmental changes affect physical and mental health. • Describe the effect of emotional and physical health on career decisions. • Describe healthy ways of dealing with stress. • Demonstrate behaviors that maintain physical and mental health. 	<ul style="list-style-type: none"> • Describe how personal motivations and aspirations may change over time. • Describe physical changes that occur with age and adapt work performance to accommodate these. • Identify external events (e.g., job loss, job transfer) that require life changes.

Elementary Grades 1-6	Grades 7-8	High School Grades 9 - 12	(13-14) Adult
	<ul style="list-style-type: none"> Describe the importance of career, family and leisure activities to mental, emotional, physical and economic well-being. 		
<i>Educational and Occupational Exploration</i>			
Competency IV: Awareness of the benefits of educational achievement.	Competency IV: Knowledge of the benefits of educational achievement to career opportunities.	Competency IV: Understanding the relationship between educational achievement and career planning.	Competency IV: Skills to enter and participate in education and training.
<ul style="list-style-type: none"> Describe how academic skills can be used in the home and village. Identify personal strengths and weaknesses in subject areas. Identify academic skills needed in several occupational groups. Describe relationships among ability, effort and achievement. Implement a plan of action for improving academic skills. Describe school tasks that are similar to skills essential for job success. Describe how the amount of education needed for different occupational levels varies. 	<ul style="list-style-type: none"> Describe the importance of academic and occupational skills in the work world. Identify how the skills taught in school subject are used in various occupations. Describe individual strengths and weaknesses in school subjects. Describe a plan of action for increasing basic educational skills. Describe the skills needed to adjust to changing occupational requirements. Describe how continued learning enhances the ability to achieve goals. Describe how skills relate to the selection of high school courses of study. Describe how aptitudes and abilities relate to broad occupational groups. 	<ul style="list-style-type: none"> Demonstrate how to apply academic and vocational skills to achieve personal goals. Describe the relationship of academic and vocational skills to personal interests. Describe how skills developed in academic and vocational programs relate to career goals. Describe how education relates to the selection of college majors, further training and/or entry into the job market. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements. Describe how learning skills are required in the workplace. 	<ul style="list-style-type: none"> Describe short and long-range plans to achieve career goals through appropriate educational paths. Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study). Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, governmental benefits). Identify strategies to overcome personal barriers to education and training.
Competency V: Awareness of the relationship between work and learning.	Competency V: Understanding the relationship between work and learning.	Competency V: Understanding the need for positive attitudes toward work and learning.	Competency V: Skills to participate in work and life-long learning.

Elementary Grades 1-6	Grades 7-8	High School Grades 9 - 12	(13-14) Adult
<ul style="list-style-type: none"> • Identify different types of work, both paid and unpaid. • Describe the importance of preparing for occupations. • Demonstrate effective study and information-seeking habits. • Demonstrate an understanding of the importance of practice, effort and learning. • Describe how current learning relates to work. • Describe how one's role as a student is like that of an adult worker. 	<ul style="list-style-type: none"> • Demonstrate effective learning habits and skills. • Demonstrate an understanding of the importance of personal skills and attitudes to job success. • Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations. 	<ul style="list-style-type: none"> • Identify the positive contributions workers make to society. • Demonstrate knowledge of the social significance of various occupations. • Demonstrate a positive attitude toward work. • Demonstrate learning habits and skills that can be used in various educational situations. • Demonstrate positive work attitudes and behaviors. 	<ul style="list-style-type: none"> • Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests). • Describe how educational achievements and life experiences relate to occupational opportunities. • Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).
<p>Competency VI: Skills to understand and use career information.</p>	<p>Competency VI: Skills to locate, understand and use career information.</p>	<p>Competency VI: Skills to locate, evaluate and interpret career information.</p>	<p>Competency VI: Skills to locate, evaluate and interpret career information.</p>
<ul style="list-style-type: none"> • Describe work of family members, school personnel and other workers. • Identify occupations according to data, people and things. • Identify work activities of interest to the situation. • Describe the relationship of beliefs, attitudes, interests and abilities to occupations. • Describe jobs that are present Palau. • Identify the working conditions of occupations (e.g., inside/outside). • Describe the way in which self-employment differs from working for others. • Describe how parents, relatives, and other adults can provide information. 	<ul style="list-style-type: none"> • Identify ways occupations can be classified. • Identify a number of occupational groups for exploration. • Demonstrate skills in using school and community resources to learn about occupational groups. • Identify sources to obtain information about occupational groups including self-employment. • Identify skills that are transferable from one occupation to another. • Identify sources of employment in the community. 	<ul style="list-style-type: none"> • Describe the educational requirements of various occupations. • Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information and computerized career information delivery systems). • Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles). • Describe the concept of career ladders. • Describe the advantages and disadvantages of self-employment as a career options. 	<ul style="list-style-type: none"> • Identify and use current career information resources (e.g., computerized career information system, print and media materials, mentors). • Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures and employer expectations. • Describe the uses and limitations of occupational outlook information. • Identify the diverse job opportunities available to an individual with a given set of occupational skills. • Identify opportunities available through self-employment.

Elementary Grades 1-6	Grades 7-8	High School Grades 9 - 12	(13-14) Adult
		<ul style="list-style-type: none"> • Identify individuals in selected occupations as possible information resources, role model or mentors. • Describe the influence of change in supply and demand for workers in different occupations. • Identify how employment trends relate to education and training. • Describe the impact of factors such as population, climate and geographic location on occupational opportunities. 	<ul style="list-style-type: none"> • Identify factors that contribute to misinformation about occupations. • Describe information about specific employers and hiring practices.
<p>Competency VII: Awareness of the importance of personal responsibility and good work habits.</p>	<p>Competency VII: Knowledge of skills necessary to seek and obtain jobs.</p>	<p>Competency VII: Skills to prepare to seek, obtain, maintain and change jobs.</p>	<p>Competency VII: Skills to prepare to seek, obtain, maintain and change jobs.</p>
<ul style="list-style-type: none"> • Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) that are needed to get and keep jobs. • Demonstrate positive ways of performing working activities. • Describe the importance of cooperation among workers necessary to accomplish a task. • Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender). 	<ul style="list-style-type: none"> • Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs. • Describe terms and concepts used in describing employment opportunities and conditions. • Demonstrate skills necessary to complete a job application. • Demonstrate skills and attitudes essential for a job interview. 	<ul style="list-style-type: none"> • Demonstrate skills to locate, interpret and use information about job openings and opportunities. • Demonstrate academic or vocational skills required for a full or part-time job. • Demonstrate skills and behaviors necessary for a successful job interview. • Demonstrate skills in preparing a resume and completing job applications. • Identify specific job openings. • Demonstrate employability skills necessary to obtain and maintain jobs. • Demonstrate skills to assess occupational opportunities (e.g. working conditions, benefits and opportunities for change). 	<ul style="list-style-type: none"> • Identify specific employment situations that match desired career objectives. • Demonstrate skills to identify job openings. • Demonstrate skills to establish a job search network through colleagues, friends and family. • Demonstrate skills in preparing a resume and completing job applications. • Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview. • Describe changes (e.g., personal growth, technological developments, or in demand for products or services) that influence the knowledge, skills and attitudes required for job success.

Elementary Grades 1-6	Grades 7-8	High School Grades 9 - 12	(13-14) Adult
		<ul style="list-style-type: none"> • Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training. • Demonstrate an understanding that job opportunities often require relocation. • Demonstrate skills necessary to function as a consumer and manage financial resources. 	<ul style="list-style-type: none"> • Demonstrate effective work attitudes and behaviors. • Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education). • Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor and community agencies). • Identify skills that are transferable from one job to another.
<p>Competency VIII: Awareness of how work relates to the needs and functions of society.</p>	<p>Competency VIII: Understanding how work relates to the needs and functions of the economy and society.</p>	<p>Competency VIII: Understanding how societal needs and functions influence the nature and structure of work.</p>	<p>Competency VIII: Understanding how the needs and functions of society influence the nature and structure of work.</p>
<ul style="list-style-type: none"> • Describe how work can satisfy personal needs. • Describe the products and services of local employers. • Describe ways in which work can help overcome social and economic problems. 	<ul style="list-style-type: none"> • Describe the importance of work to society. • Describe the relationship between work and economic and societal needs. • Describe the economic contributions workers make to society. • Describe the effects that societal, economic and technological change have on occupations. 	<ul style="list-style-type: none"> • Describe the effect of work on lifestyles. • Describe how society's needs and functions affect the supply of goods and services. • Describe how occupational industrial trends relate to training and employment. • Demonstrate an understanding of the global economy and how it affects each individual. 	<ul style="list-style-type: none"> • Describe the importance of work as it affects values and lifestyle. • Describe how society's needs and functions affect occupational supply and demand. • Describe occupational, industrial and technological trends as they relate to training programs and employment opportunities. • Demonstrate an understanding of the global economy and how it affects the individual.

Elementary Grades 1-6	Grades 7-8	High School Grades 9 - 12	(13-14) Adult
<i>Career Planning</i>			
Competency IX: Understanding how to make decisions.	Competency IX: Skills to make decisions.	Competency IX: Skills to make decisions.	Competency IX: Skills to make decisions.
<ul style="list-style-type: none"> • Describe how choices are made. • Describe what can be learned from making mistakes. • Identify and assess problems that interfere with attaining goals. • Identify strategies used in solving problems. • Identify alternatives in decision-making situations. • Describe how personal beliefs and attitudes effect decision-making. • Describe how decisions affect self and others. 	<ul style="list-style-type: none"> • Describe personal beliefs and attitudes. • Describe how career development is a continuous process with many choices. • Identify possible outcomes of decisions. • Describe school courses related to personal, education and occupational interests. • Describe how the expectations of others affect career planning. • Identify ways in which decisions about education and work relate to other major life decisions. • Identify advantages/disadvantages of various secondary and postsecondary programs for the attainment of career goals. • Identify the requirements for secondary/postsecondary programs. 	<ul style="list-style-type: none"> • Demonstrate responsibility for making tentative educational and occupational choices. • Identify alternatives in given decision-making situations. • Describe personal strengths and weakness in relationship to postsecondary education/training requirements. • Identify appropriate choice during high school that will lead to marketable skills for entry-level employment or advanced training. • Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work. • Identify steps to apply for and secure financial assistance for postsecondary education and training. 	<ul style="list-style-type: none"> • Describe personal criteria for making decisions about education, training and career goals. • Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment. • Describe the effects of education, work and family decisions on individual career decisions. • Identify personal and environmental conditions that affect decision-making. • Demonstrate effective career decision-making skills. • Describe potential consequences of decisions.
Competency X: Awareness of the interrelationship of life roles.	Competency X: Knowledge of the interrelationship of life roles.	Competency X: Understanding the interrelationship of life roles.	Competency X: Understanding the interrelationship of life roles.

Elementary Grades 1-6	Grades 7-8	High School Grades 9 - 12	(13-14) Adult
<ul style="list-style-type: none"> Describe the various roles in individual may have (e.g., friend, student, worker, family member). Describe work-related activities in the home, community and school. Describe how family members depend on one another, work together and share responsibilities. Describe how work roles complement family roles. 	<ul style="list-style-type: none"> Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation and talent. Identify how work roles at home satisfy needs of the family. Identify personal goals that may be satisfied through a combination of work, community, social and family roles. Identify personal leisure choices in relation to lifestyle and the attainment of future goals. Describe advantages/disadvantages of various life role options. Describe the interrelationships between family, occupational and leisure decisions. 	<ul style="list-style-type: none"> Demonstrate knowledge of life stages. Describe the factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices may affect life style.) Describe the contribution of work to a balanced and productive life. Describe ways in which work, family and leisure roles are interrelated. Describe different career patterns and their potential effect on family patterns and lifestyle. Describe the importance of leisure activities. Demonstrate ways that occupational skills and knowledge can be acquired through leisure. 	<ul style="list-style-type: none"> Demonstrate knowledge of life stages. Describe the factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices may affect life style.) Describe the contribution of work to a balanced and productive life. Describe ways in which work, family and leisure roles are interrelated. Describe different career patterns and their potential effect on family patterns and lifestyle. Describe the importance of leisure activities. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.
<p>Competency XI: Awareness of different occupations and changing male/female roles.</p>	<p>Competency XI: Knowledge of different occupations and changing male/female roles.</p>	<p>Competency XI: Understanding the continuous changes in male/female roles.</p>	<p>Competency XI: Understanding the continuous changes in male/female roles.</p>
<ul style="list-style-type: none"> Describe how work is important to all people. Describe the changing life roles of men and women in work and family. Describe the importance of individuals' contributions inside and outside the home. 	<ul style="list-style-type: none"> Describe advantages and problems of entering nontraditional occupations. Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender. Describe stereotypes, biases and discriminatory behaviors that may limit opportunities for women and men in certain occupations. 	<ul style="list-style-type: none"> Identify factors that have influenced the changing career patterns of women and men. Identify evidence of gender stereotyping and bias in education occupational settings. Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping. Identify courses appropriate to tentative occupational choices. 	<ul style="list-style-type: none"> Identify factors influencing the career patterns of women and men. Identify evidence of gender stereotyping and bias in training programs and employment settings. Demonstrate attitudes, behaviors and skills that contribute to eliminating gender bias and stereotyping. Identify options appropriate to current occupational choices. Describe the advantages and problems of nontraditional occupations.

Elementary Grades 1-6	Grades 7-8	High School Grades 9 - 12	(13-14) Adult
		<ul style="list-style-type: none"> • Describe the advantages and problems of nontraditional occupations. 	
<p>Competency XII: Awareness of the career planning process.</p>	<p>Competency XII: Understanding the process of career planning.</p>	<p>Competency XII: Skills in career planning.</p>	<p>Competency XII: Skills in career planning.</p>
<ul style="list-style-type: none"> • Describe the importance of planning. • Describe skills needed in a variety of occupational groups. • Develop an individual career plan for the elementary school level. 	<ul style="list-style-type: none"> • Demonstrate knowledge of exploratory processes and programs. • Identify school courses that meet tentative career goals. • Demonstrate knowledge of academic and vocational programs offered at the high school level. • Describe skills needed in a variety of occupations, including self-employment. • Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals. • Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school. 	<ul style="list-style-type: none"> • Describe career plans that reflect the importance of lifelong learning. • Demonstrate knowledge of postsecondary vocational and academic programs. • Demonstrate knowledge that changes may require retraining and upgrading of employees' skills. • Describe school and community resources to explore educational and occupational choices. • Describe the costs and benefits of self-employment. • Demonstrate occupational skills developed through volunteer experiences, part-time employment , or school work programs. • Demonstrate skills necessary to compare education and job opportunities. • Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school. 	<ul style="list-style-type: none"> • Describe career plans that reflect the importance of lifelong learning. • Demonstrate knowledge of postsecondary/adult vocational and academic programs. • Demonstrate knowledge that changes may require retraining and upgrading of employees' skills. • Describe school and community resources to explore educational and occupational choices. • Describe the costs and benefits of self-employment. • Demonstrate occupational skills developed through volunteer experiences, part-time employment , or training programs. • Demonstrate skills necessary to compare education and job opportunities. • Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after job loss or changes.

Counselor Competencies in Relation to Student Outcomes

<i>Counseling</i>	<ul style="list-style-type: none"> • Knowledge of developmental issues individuals address throughout life span. • Knowledge of counseling and career development theories and techniques. • Knowledge of decision-making and transition models. • Knowledge of role relationships to facilitate personal, family and career development. • Knowledge of different cultures to interact effectively with all populations. • Skills to build productive relationships with counselors. • Skills to use appropriate individual and group counseling techniques to assist individuals with career decisions and career development concerns. • Skills to assist individuals in identifying influencing factors in career decision making, such as family, friends, educational opportunities and finances. • Skills to assist individuals in changing biased attitudes that stereotype others by gender, race, age and culture. • Skills to assist individuals in understanding the relationship between interpersonal skills and success in the workplace. • Skills to assist individuals in setting goals and identifying strategies for reaching goals. • Skills to assist individuals in continually reassessing their goals, values, interests and career decisions. • Skills to assist individuals in preparing for multiple roles throughout their lives.
<i>Information</i>	<ul style="list-style-type: none"> • Knowledge of changes taking place in the economy, society and job market. • Knowledge of education, training, employment trends, labor market and career resources. • Knowledge of basic concepts related to career counseling such as career development, career progression and career patterns. • Knowledge of the changing gender roles and how these impact work, family and leisure. • Knowledge of employment information and career planning materials. • Knowledge of employment-related requirements such as labor laws, licensing, credentialing and certification. • Knowledge of state and local referral services or agencies for job, financial, social and personal service. • Knowledge of federal and state legislation that may influence career development programs. • Skills to use career development resources and techniques designed for specific groups. • Skills to use computer-based career information systems.
<i>Individual and Group Assessment</i>	<ul style="list-style-type: none"> • Knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values and personalities. • Skills to identify assessment resources appropriate for specific situations and populations.

	<ul style="list-style-type: none"> • Skills to evaluate assessment resources/techniques related for their validity, reliability and relationships to race, gender, age and ethnicity can be determined. • Skills to administer, interpret and personalize assessment data in relation to the career development needs of the individual.
<i>Management and Administration</i>	<ul style="list-style-type: none"> • Knowledge of program designs that can be used in organizing career development programs. • Knowledge of needs assessment techniques and practices. • Knowledge of management concepts, leadership styles and techniques to implement change. • Skills to assess the effectiveness of career development programs. • Skills to identify staff competencies for effective career development programs. • Skills to prepare proposals, budgets and timelines for career development programs. • Skills to identify, develop and use record-keeping methods. • Skills to design, conduct, analyze and report the assessment of individual and program outcomes. • Knowledge of program adoption and planned change strategies. • Knowledge of barriers affecting the implementation of career development programs.
<i>Implementation</i>	<ul style="list-style-type: none"> • Skills to implement individual and group programs in a variety of areas such as assessment decision making, job seeking, career information and counseling. • Skills to implement public relations efforts which promote career development activities and services. • Skills to establish linkages with community-based organizations.
<i>Consultation</i>	<ul style="list-style-type: none"> • Knowledge of consulting strategies and consulting models. • Skills to assist staff in understanding how to incorporate career development concepts into their offerings to program participants. • Skills to consult with influential parties such as employers, community groups and the general public. • Skills to convey program goals and achievements to legislators, professional groups and other key leaders.
<i>Specific Populations</i>	<ul style="list-style-type: none"> • Knowledge of differing cultural values and their relationship to work values. • Knowledge of unique career planning needs of minorities, women, the handicapped and older persons. • Knowledge of alternative approaches to career planning needs for individuals with specific needs. • Skills to identify community resources and establish linkages to assist adults with specific needs. • Skills to find appropriate methods or resources to communicate with limited-English-proficient individuals.

Counselors and College Access Standards

Academic Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Academic Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Academic Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Career Development Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Overviews

Section One: Role of the Counselor in Promoting Career and Academic Planning

- The role of the counselor in postsecondary career and academic options,
- The importance of postsecondary advisement, and

Section Two: Creating an “All Students can go to College” Mission for all Schools

- The counselor's role in influencing and establishing an atmosphere of “all students can go to college” in the schools and community;
- The counselor will participate and encourage the incorporation faculty support,
- The counselor will assist and support college planning into the curricula, and
- The counselor will communicate with and gain the support from school administration and parent organizations for college access activities.

Section Three: Understanding and Working with Diverse Populations

- The counselor will understand and deliver information on self-awareness and cultural understanding as approaches for working with all students to attain educational and postsecondary goals,
- The counselor's will implement methods in developing an understanding for the need for sensitivity to student situations, including income levels, availability of mentors, home setting and support.

Section Four: Communicating a “All for College” Mission

- The counselor will assist in a building's student populations' understanding of the all for college mission, and

- The counselor will assist in a building wide belief in the students that they can participate in the college or other postsecondary experience.

Section Five: Students in Early Career Awareness and Planning

- The counselor will understand importance of students' early career awareness and planning as a major component of the program,
- The counselor will implement strategies to engage students during the middle grades or earlier,
- The counselor will ensure that students receive an introduction to the 16 National Career Clusters while working with teachers and administrators,
- The counselor will assist in Improving school career centers/libraries, etc.

Section Six: Guiding Academic Planning

- The counselor will assist in ensuring that all students use labor market systems and data to guide them in their course selections and to align them to career interest and planning.
- The counselor will implement strategies for communicating information to both students and parents about course options and how they fit into the student's career plan.
- Counselors will provide information as to how teachers can provide key support to the school counseling program so counselors should be prepared to work with teachers across subjects and grade levels.

Section Seven: Academic Planning

- The counselor will collaborate with counselors for grades levels below their position and above their position (i.e., elementary ↔ high school) to help students with career and academic planning,
- The counselor will understand how and will monitor students' progress and intervene with information on how each course grade or GPA impacts progress for both students and parents.

Session Eight: College/Postsecondary Choice

- The counselor will understand the importance of and provide help for students to make choices for postsecondary education including the options of community college to university or advanced trades schooling.
- The counselor will understand and implement strategies to work with students and parents about postsecondary choices,
- The counselor will know how to help students overcome barriers they may face in planning for postsecondary experiences, and
- The counselor will review and explain the college-related terminology with which students and parents may not be familiar.

Section Nine: Guiding Parents and Students Through the Financial Aid Maze

- The counselor will understand the complexity of financial aid, including terminology, and implement strategies to help parents and students understand the total cost of college or postsecondary education, and best sources of financial assistance for their particular situations.

- The counselor will understand and provide information to parents and students on how to compare and contrast grants, loans and scholarships as methods to pay for postsecondary education or training with the goal of assisting parents and students to locate and apply for the most appropriate source of postsecondary funding and assistance.

Section 10: Assisting with the Financial Aid Process

- The counselor will assist in providing coverage of the process to parents and students to follow to complete the Free Application for Federal Student Aid (FAFSA), what information they will need, what financial aid terminology means, and what types of aid they can receive based on the FAFSA.

Section 11: Preparing for College Admission Tests

- The counselor will understand ways and deliver information to help students prepare for college admissions tests including fees and waivers, test-taking strategies and practice tests, and helping parents and students understand what scores mean.

Session 12: College Admissions and the Application Process

- The counselor will provide overviews and/or assist students in completing the application process for the postsecondary school,
- The counselor will work with teachers, parents and students to ensure students are aware of the key areas of college admissions including the college essay; preparing a resume; requesting letters of recommendation and providing appropriate information to those preparing a letter; and strategies to encourage students to participate in extracurricular activities and community service.

ETHICAL STANDARDS FOR SCHOOL COUNSELORS

Introduction:

The inclusion of “ethical standards” within the Palau Comprehensive Guidance Program will provide school counselors, principals, teachers and Ministry of Education personnel with a guide; a guide that will set forth a set of ethical practices and responsibilities for those individuals who are employed as school counselors throughout the state. These standards will help to establish principles of ethical behavior necessary to maintain high standards of integrity, leadership, and responsibility. All of these are necessary in order to assure a quality comprehensive guidance program to serve and meet the every changing needs of all students.

Responsibility to the Students:

The school counselor has an obligation to treat each student with respect as a unique individual.

- The school counselor is concerned with the educational, career, emotional and behavioral needs of all students
- The school counselor does not impose or try to encourage students to accept values, lifestyle, plans, decisions, or beliefs that represent the counselor’s own personal orientation
- The school counselor shall be an advocate to students in all areas that will make difference in their lives
- The school counselor is responsible for keeping themselves informed of laws, regulations or policies with the state and within the Ministry of Education relating to students and works to ensure that the rights of students are protected

Confidentiality Issues:

- The school counselor must inform the students (counselees) about the purpose, goals, techniques and procedures under which they may receive individual or group counseling. This must be done at or before the time when a counseling relationship is established. This includes confidentiality issues such as the possible necessity for consulting with other professionals, privileged communications, and legal or authoritative restraints. The meaning/limits of confidentiality are clearly defined to students entering a counseling relationship through written and shared statements.
- The school counselor will keep information confidential unless such information is required to prevent clear and imminent danger to the counselee or others or when legal requirements demand that confidential information be revealed. School counselors are responsible for consulting with others when in doubt regarding the limits of confidentiality
- Providing information to an identified third party, who has by his or her relationship with the counselee (student) is at high risk of contracting a disease that is commonly know to be both communicable and fatal. Prior to providing this information, the counselor must be sure that the counselee has not already informed the third party about his or her disease and that he/she is not intending to inform them in the immediate future.

- The counselor shall protect the confidentiality of counselee's records and will release information only according to prescribed laws and policies. Student information that is maintained electronically (computers) must be treated with the same care as traditional student records.
- In a group counseling process, the counselor stresses the importance of confidentiality among group participants, but also clearly states that confidentiality in the group counseling process cannot be guaranteed.

Counseling Plans:

The school counselor works jointly with the student/counselee in developing appropriate and effective counseling plans, consistent with the training and ability of both the counselor and counselee. These plans shall be reviewed regularly to ensure continued effectiveness, respecting the students' freedom of choice.

Group Work:

- The school counselor screens group members and maintains an awareness of each participant's needs and goals in relation to the goals of the total group. The school counselor must take precautions to protect members from physical and/or psychological harm resulting from interaction within the group.

Danger to Self and Others:

- The school counselor informs appropriate authorities when the student's condition indicates a clear and immediate danger to themselves or others. This is to be done after careful consideration and, when possible, consultation with other professionals or referral agencies. The school counselor informs the counselee, in advance if possible, of actions that need to be taken in order to minimize his/her misunderstanding or confusion and to clarify expectations. This includes the possibility of needing to share information that is of confidential nature if in the best interest of the student.
- The school counselor shall immediately inform the school principal if conditions warrant immediate action, who in turn will bring the matter to appropriate authorities. This will assure that proper channels have been followed and that such actions are in compliance with Palauan law and Ministry of Education regulations.

Evaluation, Assessment and Interpretation:

- The school counselor adheres to professional standards regarding selection, administration, and interpretation of assessment measures. The counselor recognizes that computer-based assessment will require additional training in administration, scoring and use of data and assessment results.
- The school counselor provides explanations of the nature, purpose and results of various assessments that might be used within the school. The counselor has an obligation to make sure students understand the results and meaning of assessment data and information.

Responsibility to Parents:

- The school counselor respects the rights and responsibilities of parents for their children. The school counselor establishes and maintains appropriate working relationship with parents in order to provide maximum benefits to the student and shares information as applicable and/or appropriate.
- The school counselor is sensitive to cultural and traditional values and recognizes that parents have certain rights and responsibilities for the welfare of their children.
- The school counselor shall inform parents and PTA groups about the ethical standards and the necessity of following a code of ethics to ensure maximum benefits to the students.

Parents and Confidentiality:

- The school counselor informs parents of the counselor's role, emphasizing the needs for confidentiality, when it is necessary to enter into a counseling relationship.
- The school counselor provides parents with accurate and relevant information in an objective manner as appropriate.
- The school counselor makes reasonable efforts to honor the wishes of parents concerning information that might be shared regarding the student/counselee.

Professional Relationships:

- The school counselor establishes and maintains a professional relationship with school staff and treats colleagues with respect, courtesy and fairness.

Responsibility to the School:

- The school counselor works to support the educational programs against any internal or external influences not in the best interest of the students.
- The school counselor carries out and promotes the counselor's role and function in meeting the needs of the student population.
- The school counselor carries out and enters into activities and relationships only to the extent that they are qualified to provide such services.
- The school counselor has a right to involve others or take necessary precautions in order to protect themselves from false allegations, threats, or inappropriate conduct on the part of the student.

GUIDANCE AND COUNSELING PROGRAM STANDARDS

The program standards that follow provide the basis for determining the extent and degree to which the comprehensive guidance and counseling program has been developed and implemented in school building. Additionally, the standards provide the Ministry of Education with criteria to determine the quality and the degree to which comprehensive guidance and counseling is serving student throughout Palau. Additionally, the standards provide for the identification of issues and barriers that need to be corrected to allow the program to be fully implemented.

Standard One: Content Organization

The Palau Comprehensive Guidance and Counseling Program in each school is organized around the areas of: Knowledge of Self and Others; Career Awareness, Career Exploration and Career Planning; and Education and Career Development.

Indicators:

- ▶ The content of the program is organized around the areas of Knowledge of Self and Others; Career Awareness, Exploration and Planning; and Education and Career Development.
- ▶ The program content is delivered through guidance learning activities/curriculum sequentially developed for grades 1-14.
- ▶ The guidance curriculum is delivered through classroom activities or small groups.

Standard Two: Program Vision/Definition Statement

A program vision/definition statement for the Palau Comprehensive Guidance and Counseling Program is contained in the program guide.

Indicators:

- ▶ The program statement clearly describes the comprehensive guidance and counseling program as integral part of each schools total education program.
- ▶ The program statement emphasizes the guidance program as development and sequential for grades 1-14.
- ▶ The guidance vision/definition statement supports the intent of the Ministry of Education's vision statement.

Standard Three: Program Rationale

Program Rationale and reasons for comprehensive guidance and counseling have been written and are contained in the program manual.

Indicators:

- ▶ The reasons and rationale for the Palau Comprehensive Guidance and Counseling Program have been identified.
- ▶ The rationale statements connect the guidance/counseling program to overall educational goals of Palau.

- ▶ The rationale statements set forth the basis for further program development and revision.
- ▶ Program rationale clearly indicates that the guidance program is for all students.

Standard Four: Guidance Curriculum

The guidance and counseling program contains curriculum/classroom activities that are designed to assist student in mastery of specified competencies at all grade levels.

Indicators:

- ▶ Guidance program activities are presented which help students obtain skills and knowledge in the areas of Knowledge of Self and Others; Career Awareness, Exploration and Planning and Education and Career Development.
- ▶ Guidance curriculum activities provide students with activities that increase their skills and knowledge related to job seeking and job retention skills-grades 7-14.
- ▶ Based upon needs assessment data obtained from students, parents and teachers, guidance activities have been implemented that are sequential, developmental and articulated through all grade levels.
- ▶ Skill and competencies to be addressed through the guidance program have been identified.
- ▶ Resource materials and equipment, including utilization of the website system, audiovisual aids, printed materials and other resources relevant to careers and job opportunities in Palau and beyond are used in the career-decision making process.

Standard Five: Individual Planning

All students are provided assistance to help them develop, revise and manage their educational and career plans.

Indicators:

- ▶ The guidance program includes activities and process/procedures to provide career awareness and career exploration at all grade levels.
- ▶ The guidance program provides a system to assist students in the development of education and career plans, which includes the necessary forms and procedures such as career planner, portfolios, and use of interest and assessment data.
- ▶ Career resource information is available to assist students develop education and career plans, including academic and vocational training materials, armed services opportunities and financial aids.
- ▶ Individual education and career plans are reviewed and updated annually.

Standard Six: Counseling, Consultation and Referral

All populations as specified as related to the school are clients of the school counselor.

Indicators:

- ▶ Individual and small group counseling is available to all students as needed and as appropriate.

- ▶ Counselors provide consultation to teachers, principals, and parents/guardians regarding students' academic/vocational progress, career planning and or personal-social concerns as appropriate.

Standard Seven: Program Management

Management and support activities are in place to enhance and maintain the comprehensive guidance and counseling program.

Indicators:

- ▶ Information, as appropriate is provided to principals, teachers and parents/guardians relative to individual student educational/vocational progress and personal and social concerns.
- ▶ The guidance program plan contains strategies to develop/maintain a public relations program through the use of newspaper articles, news media and presentations at PTA and community organization meetings.
- ▶ School counselors are provided the opportunity to continually develop their skills and knowledge through professional development activities.
- ▶ Guidance program management includes the planning and management tasks needed to implement and support program activities such preparing budgets, facility design and acquisition of career resource materials.

Standard Eight: Professional Staff

Certificated personnel for the guidance and counseling program are in place in each building and within the Ministry of Education.

Indicators:

- ▶ A fully trained certified school counselor directs the guidance and counseling program.
- ▶ Job descriptions for school counselors are derived directly from the Ministry of Education's guidance and counseling program guide.
- ▶ The program requires that all counselors virtually eliminate all non-guidance functions and administrative related duties.
- ▶ School counselors spend a minimum of 80% of their time in direct services to students.
- ▶ The ratio of students to school counselors' meets the recommendations as provided in the program guide.
- ▶ The program has established time-allocations for each aspect of the program; guidance curriculum, individual planning, counseling-consultation-referral, and program management.

Standard Nine: Facilities/Resources/Equipment

Guidance and counseling program facilities, resources and equipment have been provided in order to carry out the full intent of the comprehensive guidance/counseling program.

Indicators:

- ▶ Appropriate space is provided in each school to meet program needs.

- ▶ Guidance facilities, which includes adequate space for a career resource center, along with equipment and resources materials needed to implement the guidance and counseling program are provided.
- ▶ The guidance program provides for internet access, utilization of a career information system and other printed and software applications as needed to meet the intent of the program.

Standard Ten: Steering Committee

A Steering Committee to assist in the overall implementation and management of the guidance and counseling program is in place and functioning.

Indicators:

- ▶ Steering Committee members have been identified, which represents each school or area as appropriate.
- ▶ The role and responsibilities of the Steering Committee have been identified.
- ▶ The Steering Committee provides direction and assist in program management/direction as appropriate.
- ▶ There are regularly scheduled meetings of the Steering Committee.

Standard Eleven: Advisory Committee

An advisory committee for the guidance and counseling program has been established and is active.

Indicators:

- ▶ The role and responsibilities of the Advisory Committee have been clearly stated.
- ▶ The advisory committee provides input into the operation and design of the program and outcome to be addressed from their perspective.
- ▶ The advisory council is made up of representatives from groups as specified in the program guide/manual.
- ▶ The advisory council meets on a regularly scheduled basis.

Standard Twelve: Student Assessment

The guidance and counseling program provides for the assessment of students to assist them with personal-social concerns, and the identification of interests, abilities, and aptitudes.

Indicators:

- ▶ Data and assessment information used to help students in education and career planning are obtained from a variety of sources.
- ▶ Interest and aptitudes assessments are used at appropriate grade levels.
- ▶ Student assessment data is used by the counselors, teachers and principals for improvement of student achievement and to revise/improve curriculum and instruction.

Standard Thirteen: Financial Resources

Adequate financial resources are provided to ensure full implementation of the guidance and counseling program in each school

Indicators:

- ▶ Adequate financial resources are provided to support the program in each school.
- ▶ Internal and external funds to support the activities of the guidance program have been identified.
- ▶ School counselors are consulted by and work with the school principal concerning the development of a budget to meet the needs of the program on an annual basis.

Standard Fourteen: Personnel Evaluation

Evaluation criteria has been established and utilized to evaluate the performance of professional guidance staff.

Indicators:

- ▶ Each school counselor functions in accordance with the job description, key duties and role and responsibilities as defined in the Ministry of Educations guidance program manual.
- ▶ School counselors are supervised and evaluated based on their job description.

Standard Fifteen: Program Evaluation

The guidance and counseling program is periodically assessed using program standards and other measure to determine effectiveness within each school building.

Indicators:

- ▶ There is a written guidance and counseling program.
- ▶ The written program has become the implemented program in schools throughout Palau.
- ▶ The guidance program has developed and utilizes a formal review process to determine program effectiveness.
- ▶ The review process is based on program standards and indicators.

Standard Sixteen: Results Evaluation

The Ministry of Education has established and utilizes a “results evaluation” plan to determine the level of competency attainment by the students.

Indicators:

- ▶ Procedures, forms and instruments are used to assess the results of the guidance and counseling program in each school.
- ▶ Assessment information is collected, pre-test and post-test, to determine the extent to which student competencies have been achieved.
- ▶ Results evaluation data and information is used as a part of the program review and improvement process.

WHAT IS CAREER DEVELOPMENT?

Career development programs are appropriate for all people, at all educational levels, elementary through adult. It is a life-long process so we are all in various stages of the career development process. This process includes:

1. **Grades K-6 (career awareness)**- Children in the elementary grades are gaining new awareness of themselves as they interact with others. Students begin to understand the role of work and some general knowledge of different occupations.
2. **Grades 7-8 (career orientation)**- Self-awareness and knowledge of occupations is strengthened through more actual interventions with work and workers.
3. **Grades 9-10 (career exploration)** - Students are able to match interests to occupations and develop entry level work skills in their high school and post-secondary plans of study.
4. **Grades 11-12 (specialty)** - Students have made a career choice based on their interests and abilities. Their career plans include preparation for work and post-secondary training and education.

Emphasis at all grade levels should be placed on learning skills and attitudes that will help each student become a responsible, productive member of Cyprus and where ever they live in the future.



GRADE 1-6

At the elementary school level, students are in the process of forming basic values, attitudes, and interests regarding their future world of work. An effective school team helps children develop positive attitudes toward work, take pride in their own efforts, become aware of the many different career opportunities, and understand and acquire good work habits. The primary goal of an effective career development program in the elementary school is to introduce children to the tasks that are important for a productive and rewarding way of life.

Children should be systematically introduced to workers in their community and begin to relate family and community life, education, and work to the education they are receiving. Teachers can invite speakers from the community to tell students about their jobs. Teachers and counselors should help students to learn good work habits and that personal responsibility is expected of them in school and any career that they enter. They should know that decisions they make during their school years will have consequences for themselves and others in the future.

Students need to become aware of themselves, how they are special and constantly changing, and how they can use school experiences to explore and prepare for their future. If we believe that the information students first learn carries the most weight in their ultimate decisions, then career development exposure in elementary schools must focus attention on:

- positive self-concept
- good employability skills and work habits
- broad career awareness,
- decision-making skills
- interaction with a variety of community members and resources,
- fulfillment of responsibilities
- basic economic understanding
- non-stereotypic attitudes and goals.



GRADES 7-8

Early adolescents are slowly moving from seeking and meeting adult expectations to seeking and meeting their own expectations through friendships and interactions with their peer group. As they move from the dependence of childhood to the independence that is expected of productive adults in our society, the new rights and responsibilities bring tension and disagreement between the generations of child and adult. Children at this age are establishing the behaviors that will probably direct their actions for the next several years. It is important at this critical point to assist students in the formation of positive self-concepts, development of responsibility in all phases of their behavior, and an awareness of sex-role stereotyping issues. They also develop an awareness of work and how their interests and abilities help them to make tentative career choices.

Teachers will help youth in grades 7-8 to fine tune the interpersonal and social skills required for positive interaction with others in community, home or future work settings. Students should, as a result of this program, grow in self-confidence and become aware of their interests and abilities. They should have a clear understanding of the relationship between their educational achievements and career opportunities and the importance of expressing positive attitudes while learning and eventually in their work.

The ability to locate and use information in their educational and career planning is also important. They must have knowledge of job seeking and survival skills and begin to develop work competencies and employment credentials.

They need to continue to build and use their career plan that includes short and long term goals for education and careers.



GRADES 9-12.

High school students are at a pivotal time in their lives where decisions about staying in school, entering work directly after graduation, joining the armed forces, or continuing with some form of post-secondary education will have a significant impact on their lives. Cypriot high schools will ensure that their career development program responds to the individual needs of their students while helping all students prepare for transition into the adult world. As teachers talk to their students about careers, they should have knowledge of the kind of jobs that exist in the workplace.

The following are key characteristics of successful career development in high schools:

- (1) clarification of individual interests
- (2) an understanding of personal uniqueness including strengths and skills
- (3) well developed and tested interpersonal skills,
- (4) a wealth of knowledge about Cyprus and regional occupations and how they relate to what they see in the world of work
- (5) good employability skills and work attitudes
- (6) sound decision-making and life planning skills

Career guidance activities are critical to help all students transition to the work world. So many things impact the choices that students make. They need to understand the options and how effort and planning can help make their dreams come true. Students need to develop competencies that will help them make the important choices they will face during high school and beyond and the skills needed as they mature in their personal and career development.



APPENDIX C

SAMPLE FORMS AND TABLES FOR USE BY COUNSELORS

APPENDIX D

SAMPLE MOE POLICY

ORIGINAL CERTIFICATION PLAN

Sample MOE Policy to be approved:

GUIDANCE AND COUNSELING

It is the policy of the Ministry of Education that all students attending public schools in Palau are entitled to receive the benefits of effective guidance and counseling programs and services designed to meet their educational, academic, career, vocational, personal, and social needs at all levels of development.

It is also the policy of the Ministry of Education that the benefits students derive as a result of effective guidance and counseling programs justify a high priority and commitment of resources by the MOE. These resources include both MOE operations funds, appropriate categorical funds, and campus general program funds.

All government educational plans, guidelines, handbooks, and frameworks should include guidance and counseling as a high-priority component, even where funding is not a factor.

Program Emphasis

The MOE believes that an effective guidance program consists of a planned sequence of activities, based on the needs of students, that result in specific student outcomes in terms of demonstrable knowledge, skills, and attitudes in the areas of educational, career, personal, and social development. The program should be developmental in nature, from kindergarten through adult education, emphasizing attainable objectives and expected student competencies in such areas as the following:

- ◆ ***Developing self-knowledge***
- ◆ ***Establishing and implementing educational plans***
- ◆ ***Involving parents in decision-making and planning***
- ◆ ***Achieving academic proficiency standards***
- ◆ ***Completing appropriate curriculum requirements***
- ◆ ***Exploring educational and occupational options***
- ◆ ***Planning for future careers***
- ◆ ***Forming realistic perceptions of the world of work***
- ◆ ***Developing effective personal and social skills***
- ◆ ***Improving interpersonal relationships***

The major focus of the program should be preventive rather than remedial, but would include provisions for resolving recurrent problems related to current issues, such as social unrest, teenage pregnancy, HIV/AIDS, racial conflict, truancy, dropouts, under-representation of special populations in higher education; and crucial crisis situations related to gang activity, school violence, potential suicides, antisocial behavior, and

school discipline. Special consideration should be given to the role of counseling and guidance in supporting school reform efforts

The MOE further believes that delivering the guidance program should be the responsibility of the entire school staff, through both the guidance curriculum and counseling and guidance services. Plans should include specific roles for credentialed school counselors, teachers, administrators, and supervised para-professionals. Appropriate community resources should be included wherever possible.

Counseling programs, along with psychological services, should be an integral component of each school's comprehensive school health system, as recommended by the government. School counselors, in collaboration with health educators and physical education staff, could also serve as valuable resources to help students realize some of the expectations of good physical education related to self-image and personal and social development.

Evaluation of Colleges or Universities Approved to Prepare Counselors

- **The Ministry of Education shall provide for the evaluation of institutions desiring to prepare school counselors and shall approve such institutions that maintain satisfactory training procedures. All colleges or universities approved to prepare counselors shall be evaluated at least once every five years to determine compliance with department rules.**
- **The evaluation shall include an onsite review conducted by a team composed of persons representing the counseling profession, counselor education faculty and students, and interested citizens.**
- **The evaluation shall be conducted in accordance with Ministry of Education guidelines which shall include the following items:**
 - (1) **Provision for the college or university that is to be evaluated to receive advance notification of the dates of the evaluation;**
 - (2) **Presentation of evidence by the college or university for review by the evaluation team;**
 - (3) **Procedures that will be followed by the onsite evaluation team;**
 - (4) **Procedures for delivering a final report of the findings to the counselor education coordinator, the academic dean or provost, and the president of the college or university and the MOE and appropriate staff.**

- **Each college or university shall be provided an opportunity to respond to any evaluation team finding.**
- **The results of the evaluation and any reconciliation shall be considered by the Ministry of Education in the development of recommendations.**
- **Any college or university adversely affected by the evaluation process may appeal such findings.**

College Designed Certification Program for Career Guidance Counselors Developed in the Previous Guide:

Palau Community College (PCC) or any other college or university, desiring to prepare counselors shall obtain authorization to grant the applicable degree prior to seeking approval from the Ministry of Education. The institution seeking initial or continuing approval to prepare counselors shall submit evidence that its governing body, administration and faculty regard counselor education as one of the integral parts of the college or university's total purpose.

The primary responsibility for the preparation of counselors within a college or university shall be exercised by a clearly defined and organized administrative and instructional program of units taught by a person with a Professional, Permanent Counseling Degree or with a full, permanent counseling certification from PCC or the approved college or university.

Relationships between the college or university and approved schools for the purpose of providing counselor education students with field-based experiences shall be formulated as set forth in writing and shall include the following mutually agreed on items:

- **Activities, services, and compensation (if any);**
- **Roles and responsibilities;**
- **Provisions for coordinating ongoing activities and solving problems;**
- **Means for revisions to meet changing needs and conditions; and**
- **Professional development programs for persons involved in the preparation of individuals for counselor certification.**

CERTIFICATION PLAN:

The college or university shall select an advisory committee of interested groups from within the college or university, interested groups from within approved schools or school communities, and interested citizens.

- **Interested groups and organizations may submit nominees to the college or university for appointment to the advisory committees.**
- **The college or university shall utilize the committees for the purpose of advising on the design, approval, and continuous evaluation and development of counselor education/counselor.**
- **The advisory committees shall meet regularly and report to the college or university preparing counselors.**
- **The college or university shall act on the reports of the advisory committees and report its action to the advisory committee.**
- **Advisory committee minutes shall be made an official part of the documentation used in the evaluation by the Ministry of Education.**

A plan for continuous recruitment and counseling shall be implemented to encourage the enrollment of individuals who evidence potential for becoming outstanding counselors. This plan shall include objectives for encouraging the enrollment of individuals from culturally, racially, and socio-economically diverse backgrounds and shall include the following elements:

- ✓ The criteria for identification of potential candidates; and
- ✓ The procedures by which the plan will be implemented and evaluated.

Admission and retention of an individual desiring certification shall be conducted pursuant to criteria and procedures adopted by the governing body of the college or university. The criteria and procedures shall be free of cultural bias, shall include provisions for determining whether the individual is of good moral character, shall relate to the acquisition of the body of knowledge, skills, attitudes, and values determined essential for effective performance in the area of certification, and shall include the following provisions:

- ✓ The college or university shall assess each individual as a condition for admission to a counselor education program.
- ✓ A formal plan for assessment free of cultural bias shall be developed and implemented for selection of students and for diagnosis of strengths and needs which must be addressed throughout the counselor education program.
- ✓ The plan shall include provisions for cognitive and affective assessment to assure the potential for attaining the knowledge, skills, attitudes, and values determined essential for effective performance in the area of certification.
- ✓ Decisions regarding the retention of each counselor education student shall be made on the basis of continuous evaluation of progress during participation in course work, clinical experiences, and field-based experiences. Evaluation criteria shall be predicated on satisfactory progress toward acquiring and utilizing the requisite body of knowledge, skills, attitudes, and values.
- ✓ Assessment of student counseling performance shall include systematic procedures that have been developed and implemented. The purpose for the assessment shall be to ensure that students have acquired the knowledge, skills, attitudes, and values determined essential for entry-level counseling.
- ✓ The college will accept and revise the program(s) for certification upon written notice from the Ministry of Education as to changes, updates, and/or laws with new regulations.

Prior to the recommendation of an individual for certification, a college or university shall administer the prescribed examination appropriate to the certificate desired. The examination for certification of educational personnel shall measure knowledge in the area of specialization. Such examinations shall be free of cultural bias. The college or university shall recommend for certification only an individual who has successfully completed the examination pertinent to the type of certificate desired.

Evidence of successful completion of the examination shall be placed in the cumulative record and on the transcript.

Criteria, policies, and procedure shall be adopted by the college or university to govern counselor education based on the requirements stated by the MOE as the number one employer.

Criteria, policies, and procedures shall not violate applicable laws and regulations pertaining to discrimination on the basis of age, gender, handicapping condition, political affiliation, race, religion, or socioeconomic status of teaching education students.

Due process procedures shall be specified and available to any individual affected by the criteria, policies, or procedures.

The provisions made by the college or university shall be set forth in writing and disseminated as appropriate or upon request to the following groups:

- **Administrators, faculty, and counselor education students within the college or university;**
- **Cooperating school personnel;**
- **Interested groups and organizations; and**
- **The Ministry of Education.**

A counselor education program leading to certification shall be defined with purposes, objectives, course work, and field-based experiences based on knowledge derived from research about teaching, learning, school improvement, and current best practices. Certification programs shall be developed with consideration of guidelines set forth by appropriate learned societies and professional organizations, and shall include the semester hours established by the Ministry of Education.

Professional education for a program leading to a certificate in school counseling shall include the following components:

Counseling Core

Practices, principles, procedures, and theories related to counseling individuals and groups.

- (a) **Family relationships, societal forces, and cultural changes with emphasis on equity issues involving ethnicity, gender, race, and socioeconomic groups;**
- (b) **Legal and ethical issues;**
- (c) **Individual and group counseling, group process, placement, and follow-up; and**
- (d) **Knowledge of referral agencies and other services outside the school setting.**

Guidance Core

- (a) **Human behavior and development, including career, personal and social development, and vocational maturity;**
- (b) **Aptitude, interest, and educational assessment, including statistics, guidance testing, and case study procedures;**
- (c) **Development of decision-making skills related to career planning and to personal and social matters; and**
- (d) **Guidance information related to education and occupational opportunities and school and community resources.**

Program Administration Core

- (a) **Philosophy, organization, and professional activities related to the practice of school counseling;**
- (b) **School curriculum patterns, and**
- (c) **Clinical and field-based experiences, including a practicum, to ensure proficiency in performing the duties of a school counselor.**

A college or university may request approval from the Ministry of Education to offer innovative and flexible individualized counselor education programs in approved certification programs to individuals holding a baccalaureate degree and seeking certification as a school counselor. Approval shall be based on evidence that the programs to be developed for individual students will include course work, supervised clinical and field-based experiences, and assessment procedures which ensure that the students attain the knowledge, skills, attitudes, and values determined essential for effective teaching in the field for which certification is sought.

Instruction in the professional education courses within each counselor education curriculum shall involve the use of a variety of appropriate instructional methods and organizational procedures that provide counselor education students with models which contribute to effective counseling.

Instruction shall ensure that each student in a certification program will be able to utilize effectively various types of educational media and technology.

Clinical and field-based experiences shall be provided consistent with the purposes and objectives of each certification program and shall be developed with participation by representatives of approved schools; the college or university; and counselor education students.

Clinical and field-based experiences for each student in a certification program shall be planned with specific learning objectives to ensure increased proficiency in performing various responsibilities and shall comply with the following requirements:

- Begin early in the program, continue in a sequential manner, and relate to school-age youth;**
- Be equivalent to time set by the Ministry of Education; and**
- Provide counselor education students opportunities to apply theory and skills directly related to the field of certification in at least one-half of the total clinical and field experience time.**

Each student shall participate in field-based experiences in culturally, racially, and socioeconomically diverse settings.

College or university supervision of students shall be conducted or augmented by professional persons having specialization within counseling.

Procedures shall be established for selecting, orienting, and providing in-service education for those cooperating counselors and college or university faculty who work with counselor education field experience students.

An administrator shall be employed and assigned adequate time to provide leadership and direction to the unit within the college or university having responsibility for counselor education.

The administrator shall be qualified for such position as evidenced by extensive academic preparation and experience associated with an approved school and higher education.

The administrator shall be responsible for recommending certification of those counselor education students who have satisfactorily met the requirements prescribed by the Ministry of Education and applicable laws and have evidenced the following:

- Completion of an approved program of counselor education;**
- Completion of all appropriate components of the prescribed assessment for the certificates sought; and**
- Good moral character.**

The administrator shall be the college or university's official representative in working with the Ministry of Education. Each member of the professional education faculty shall have academic preparation appropriate to each teaching and supervisory assignment. Specific faculty competence shall be evidenced for each certificate for which individuals are prepared.

A college or university shall implement a plan of professional development for the professional education faculty which includes meaningful participation by each faculty member in onsite school experiences appropriate to teaching assignments.

The professional education faculty teaching load shall be consistent with the established purposes and objectives of counselor education. The professional education faculty shall be provided adequate time to do the following activities:

- (a) Advise and counsel counselor education students;**
- (b) Work on various advisory, planning, development, and evaluation committees;**
or
- (c) Conduct research, write, or be involved in other such appropriate experiences as are required by the college or university.**

Part-time professional counselor education faculty shall be utilized under the following conditions:

- (a) There is a need for a special competence neither represented on the regular faculty nor requiring a full-time faculty member; or**
- (b) There is a need for temporary additional services in the areas of competence already represented on the full-time faculty; and**
- (c) Professional education faculty shall be assigned in sufficient numbers to provide the planning, instruction, direction, supervision, evaluation, school liaison, advising, and counseling required.**

School Counseling Preparation and Certification

The school counseling certification, valid for working with children in Palau schools in the area of specialization listed on such certification, shall be issued to an individual deemed to be of good moral character who has successfully completed an MOE approved program of preparation.

The school counseling certification shall be issued to an individual who is recommended by the MOE administrator in charge of guidance and counseling , who has completed an examination prescribed by the Minister of Education, and who has evidenced the education and experience requirements specified below:

- (a) Satisfactory teaching experience under a standard certificate; and**
- (b) Master's degree with thirty-six semester hours of graduate course work well distributed over the areas of counseling and guidance with practical application to programs and practices in schools. There will be three levels (specifics presented later) for individuals to achieve incrementally, leading to a masters degree.**
- (c) A person with a completed Bachelor's Degree who is currently enrolled in a Master's program may be hired as a counselor under special approval.**

School Counselor Preparation

The sequence of required courses is arranged in three levels. Students should complete most of each group before proceeding to the next group.

Level I: School Counselor (Counselor—Provisional #1)

Introduction to Guidance and Counseling

3 sem. hrs.

Counseling Principles & Techniques

3 sem. hrs.

Psychological & Achievement Testing

3 sem. hrs.

Career Development & Information Services

3 sem. hrs.

12 sem. hrs.

Maximum five years in this level.

Level II: School Counselor (Counselor Provisional #2)

Organization and Administration of Guidance Programs

3 sem. hrs.

Professional Group Counseling Practices

3 sem. hrs.

Family Relations/Counseling (Drug/Alcohol)

3 sem. hrs.

Curriculum Design & Teaching Strategies

3 sem. hrs.

12 sem. hrs.

Maximum: Five years in this level.

Level # 3: Certified School Counselor (Level #3)

Counseling Lab (by reservation only)

3 sem. hrs.

Supervised Field Experience (by reservation only)

3 sem. hrs.
Ed Research Paper
1 sem. hr.
Educational Research
2 sem. hrs.
Supervised Practicum or Seminar–Targeted Counseling Method/Issues
3 sem. hrs.
12 sem. hrs.
Total: 36 sem. hrs.

Note #1: For any person currently (2011) holding a position as a “counselor” in the public schools or other government agencies, the “grandfather clause” will stand allowing those individuals to complete all necessary course work for, at minimum Level #1, within two (2) years.

Note #2: For any person to be future hired as a school counselor, they must have, at minimum, a teaching certificate, two years teaching experience. Then they would have 2 years to complete Level 1.

Note #3: Special permission may be granted to those who have completed course work and worked in a position of “counselor” and have not taught in public or private schools, but have provided counseling services in other capacities within the government agencies or private schools (i.e., WIA, Head Start, Reading First, Health, etc.). may be hired with 2 years to complete Level 1 and a teaching certificate.

Note #4: For a person with the Master’s Level Degree with the 36 hours of guidance and counseling courses may automatically obtain a certification for counseling in Palau and have 2 years to obtain a teaching certificate from Palau MOE.

- **Requirements for Certificate Renewal, CONVERSION, FORMS AND PROCEDURES**
 - (A) **Renewal of the provisional certificate *Counselor I*. An individual may renew a provisional certificate in accordance with the criteria specified in this paragraph.**
 - (1) **This initial renewal may be obtained on the basis of satisfactory experience under the provisional certificate if the following conditions are met:**
 - (a) **Satisfactory completion of an entry-year program conducted pursuant to standards adopted by the Ministry of Education; and**
 - (b) **Satisfactory completion of six semester hours of college course work or eighteen Ministry of Education approved continuing education units since the issuance of the certificate. For each year of satisfactory experience under the provisional certificate, renewal requirements shall be reduced by one semester hour or three continuing education units.**

- (c) Subsequent renewals may be obtained on evidence of satisfactory completion of six semester hours of college course work until bachelor's degree is obtained or eighteen Ministry of Education approved continuing education units since the issuance of the latest renewal. For each year of satisfactory experience under the provisional certificate, renewal requirements shall be reduced by one semester hour or three continuing education units.
 - (d) Renewal of an individual who has not been employed under the provisional certificate may be obtained on evidence of satisfactory completion of six semester hours of college course work or eighteen Ministry of Education approved continuing education units.
 - (e) Renewal of a certificate based in part on licensure may be obtained by an individual who evidences a currently valid license necessary for such certificate and who has satisfactorily completed an entry-year program conducted pursuant to standards adopted by the Ministry of Education.
- (B) Conversion of the professional certificate. An individual who is employed full-time in the schools at the time of application may convert a professional certificate on evidence of three years of satisfactory experience under the certificate to be converted. The certificate shall be converted in accordance with the criteria specified in this paragraph.

A provisional certificate that requires a baccalaureate degree may be converted to a professional certificate if the following conditions are met:

- (1) Satisfactory completion of an entry-year program 16 hours conducted pursuant to standards adopted by the Ministry of Education; and
- (2) A pattern of thirty semester hours of graduate course work leading to mastery in the counseling field, for which certification is held since the issuance of the certificate; or
- (3) Evidence that an individual who holds a master's degree in the counseling field, for which certification is held has satisfactorily completed six semester hours of graduate coursework in the field of certification or related disciplines since the issuance of the certificate to be converted.
- (4) Renewal of the professional certificate level. An individual may renew a professional certificate in accordance with the criteria specified in this paragraph.
- (5) The initial renewal may be obtained on the basis of satisfactory experience in a position under the professional certificate and satisfactory completion of twelve semester hours of college coursework or thirty-six Ministry of Education approved continuing education units since the

issuance of the certificate. For each year of satisfactory experience under the professional certificate, renewal requirements shall be reduced by one semester hour or three continuing education units.

- (6) Subsequent renewals may be obtained on evidence of twelve semester hours of college course work, which shall be at the graduate level for those individuals with certificates requiring the master's degree, or thirty-six Ministry of Education continuing education units since the issuance of the latest renewal. For each year of satisfactory experience under the professional certificate, renewal requirements shall be reduced by one semester hour or three continuing education units.
 - (7) Renewal may be obtained by an individual who has not been employed under the professional certificate upon evidence of satisfactory completion of twelve semester hours of college coursework, which shall be at the graduate level for those individuals with certificates requiring the master's degree, or thirty-six Ministry of Education approved continuing education units.
 - (8) Renewal of a certificate based in part on licensure may be obtained by an individual who evidences a currently valid license necessary for such certificate and who evidences satisfactory experience under the certificate since the issuance of the professional certificate.
- (C) Once Master's or Doctorate in counseling, either major or minor, then renewal is not necessary. This would be a life or permanent certification.
- (D) Obtaining a permanent certification. An individual who is employed full-time in the schools at the time of application may convert a professional certificate to a permanent certificate on evidence of five years of satisfactory experience under the certificate to be converted. The certificate shall be converted in accordance with the criteria specified in this paragraph.
- (1) The holder of a professional certificate may obtain a permanent certificate on evidence of a master's degree leading to mastery in the teaching field, classroom teaching, or other field for which certification is held with completion of at least twelve semester hours of graduate coursework leading to mastery in the counseling field, for which certification is held since the issuance of the certificate to be converted.
 - (2) Professional education course work shall be completed at an institution approved by the Ministry of Education for counselor education or the equivalent.