

Counseling Framework

April 2008



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Philosophy and Beliefs

Philosophy

In support of the Millard Public School's mission, the comprehensive counseling program will ensure that all students develop academic, career and personal/social skills necessary to become productive, contributing members of society. Counselors will work in partnership with students, parents/guardians, community and school staff.

Beliefs

The Millard Comprehensive Counseling Program:

- Supports all K-12 students
- Is developmentally appropriate
- Is proactive
- Addresses student needs
- Respects diversity
- Requires intentionally developing relationships
- Is competency based and data driven
- Builds life skills that lead to academic and personal success
- Prepares students for transitions
- Facilitates life-long learning within a changing society
- Applies ethical standards
- Functions as an integral part of the Millard Educational Program.

Introduction & Instructional Practices

The Counseling Program Framework is designed to provide a K-12 developmental and comprehensive guidance program that supports all Millard students. The comprehensive program incorporates a developmentally appropriate delivery system that supports students in the following domains:

- Academic achievement
- Personal/Social development
- Career planning

The developmentally appropriate delivery system should include the following four components:

- Guidance curriculum that provides a method by which every student receives school guidance curriculum content in a systematic way. This can be accomplished through classroom activities, group activities, and special programs.
- Individual student planning that provides all students an opportunity to work closely with their parents or guardians to plan, monitor and understand their growth and development, and to take action on their next steps for personal, educational, and occupational growth. This can be accomplished through individual and group appraisal, individual and group advisement, and transition activities.
- Response services that address the direct, immediate concerns of students, parents, and staff and includes, but is not limited to: individual counseling, crisis counseling, referrals or consultations with parents or guardians, teachers or other specialists. The purpose of response services is to help students whose problems interfere with their learning and academic, personal/social, and career success. This can be accomplished through participation in individual and group counseling, consultation and referral to other programs or agencies, and crisis counseling. Through response services, support is provided to address current societal issues.
- System support that enables the school counseling process to be effective through leadership and advocacy, consultation, collaboration and teaming, program management and professional development. In addition, school counseling provides appropriate support to other programs in the school.

Counselors will differentiate these components of program delivery to meet the unique needs of students. This will include making accommodations to the counseling curriculum, providing support for personal/social development, and advocating for students from special populations.

The framework identifies outcomes for each of the three domains and documents developmentally appropriate objectives to support each outcome. The outcomes and objectives support Strategy 3, goal setting; Strategy 6, transition; and Strategy 7, negative influences, of the district strategic plan. The outcomes are aligned with the standards identified by the American School Counselor Association and the Millard Academic and Life Skills Essential Learner Outcomes (ELOs). The outcomes for each domain are identified below.

Academic Achievement

- Outcome 1: Students will acquire the knowledge and skills that contribute to effective learning in school.
- Outcome 2: Students will set goals to prepare for their future.
- Outcome 3: Students will understand the relationship of academic performance to future choices.

Personal Social Development

- Outcome 1: Students will apply the knowledge, attitudes, and interpersonal skills acquired to help them understand and respect self and others.
- Outcome 2: Students will make decisions, set goals, and take necessary action to achieve their positive life goals.
- Outcome 3: Students will practice safety and survival skills.

Career Planning

- Outcome 1: Self-Awareness. Students will develop the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Outcome 2: Career Awareness. Students will employ strategies to achieve future career goals with success and satisfaction.
- Outcome 3: Career Preparation. Students will understand the relationship between personal qualities, education, training and the world of work.

The objectives to support each outcome are identified by developmental level (K-5, 6-8, and 9-12). In addition, a system for assessing or documenting student progress toward the outcomes and objectives is provided.

Counselors must allocate their time to insure that all outcomes and objectives are met within the four components of the delivery system. Millard counselors should apply the allocation of time/tasks as identified in the following chart. These allocations help to accommodate all components of the framework and to insure proactive instruction. The outcomes and objectives identified in the framework document the minimum services provided by Millard school counselors. In schools where additional counseling time is available, multiple lessons may be delivered to support the outcomes.

Sample Distribution of Total School Counselor Time			
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%

Following approval of the Counseling Program Framework, curriculum guides will be created for elementary, middle and high school levels. This process will include selection of resources that will be presented to the Board of Education for approval prior to implementation.

The following reference documents the National Counseling Standards and was the resource for development of the Millard Counseling outcomes and objectives:

The ASCA National Model, A Framework for School Counseling Programs. Second Edition. (2004). American School Counselor Association. Alexandria, VA.
<http://www.schoolcounselor.org/>

Relationship of Frameworks to Academic and Life Skills Essential Learner Outcomes

ACADEMIC DOMAIN
<p>Outcome 1: Students will acquire the knowledge and skills that contribute to effective learning in school.</p> <p>Life Skills Essential Learner Outcomes</p> <ul style="list-style-type: none"> • Demonstrate the ability to manage time. • Demonstrate the ability to follow directions. • Solve problems by processing available information pertinent to a given situation, making decisions as appropriate. • Develop ability to work with others to accomplish tasks/goals. • Demonstrate essential knowledge of good work habits. • Demonstrate responsibility. • Obtain, organize and evaluate information successfully. • Develop the attributes of: <ul style="list-style-type: none"> ○ Integrity, ○ Self-discipline, ○ Positive attitude, ○ Perseverance.
<p>Outcome 2: Students will set goals as to prepare for their future.</p> <p>Life Skills Essential Learner Outcomes</p> <ul style="list-style-type: none"> • Demonstrate the ability to manage time. • Demonstrate the ability to follow directions. • Solve problems by processing available information pertinent to a given situation, making decisions as appropriate. • Demonstrate ability to set and pursue short-term and long-term goals. • Obtain, organize and evaluate information successfully. • Develop the attributes of: <ul style="list-style-type: none"> ○ Integrity, ○ Self-discipline, ○ Positive attitude, ○ Perseverance.
<p>Outcome 3: Students will understand the relationship of academic performance to future choices.</p> <p>Life Skills Essential Learner Outcomes</p> <ul style="list-style-type: none"> • Solve problems by processing available information pertinent to a given situation, making decisions as appropriate. • Develop ability to work with others to accomplish tasks/goals. • Demonstrate essential knowledge of good work habits. • Demonstrate responsibility. • Demonstrate ability to set and pursue short-term and long-term goals. • Obtain, organize and evaluate information successfully. • Develop the attributes of:

- Integrity,
- Self-discipline,
- Positive attitude,
- Perseverance.

Academic Essential Learner Outcomes

- Obtain information electronically and organize it successfully,

PERSONAL SOCIAL DEVELOPMENT DOMAIN

Outcome 1: Students will apply the knowledge, attitudes, and interpersonal skills acquired to help them understand and respect self and others.

Life Skills Essential Learner Outcomes

- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Demonstrate ability to set and pursue short-term and long-term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
 - Integrity,
 - Self-discipline,
 - Positive attitude,
 - Perseverance.
- Respect diversity.
- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.

Academic Essential Learner Outcomes

- Demonstrate appropriate speaking and listening skills for a variety of settings.
- Understand ethnic and cultural differences.
- Understand human differences.

Outcome 2: Students will make decisions, set goals, and take necessary action to achieve their positive life goals.

Life Skills Essential Learner Outcomes

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Demonstrate ability to set and pursue short-term and long-term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
 - Integrity,
 - Self-discipline,
 - Positive attitude,
 - Perseverance.

Academic Essential Learner Outcomes

- Obtain information electronically and organizes it successfully.
- Use a variety of technological resources to solve problems.

Outcome 3: Students will practice safety and survival skills.

Life Skills Essential Learner Outcomes

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Demonstrate responsibility.
- Demonstrate ability to set and pursue short-term and long-term goals.

- Obtain, organize and evaluate information successfully.
- Respect diversity.
- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.

CAREER PLANNING DOMAIN

Outcome 1: Self Awareness: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Life Skills Essential Learner Outcomes

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate ability to set and pursue short-term and long-term goals.
- Obtain, organize and evaluate information successfully.

Academic Essential Learner Outcomes

- Demonstrate appropriate speaking and listening skills for a variety of settings.
- Obtain information electronically and organizes it successfully.
- Use a variety of technological resources to solve problems.

Outcome 2: Career Awareness: Students will employ strategies to achieve future career goals with success and satisfaction.

Life Skills Essential Learner Outcomes

- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Demonstrate ability to set and pursue short-term and long-term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
 - Integrity,
 - Self-discipline,
 - Positive attitude,
 - Perseverance.
- Participate in community and/or school organization.

Outcome 3: Career Preparation: Students will understand the relationship between personal qualities, education, training and the world of work.

Life Skills Essential Learner Outcomes

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Demonstrate ability to set and pursue short-term and long-term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
 - Integrity,
 - Self-discipline,
 - Positive attitude,
 - Perseverance.

Academic Essential Learner Outcomes

- Demonstrate appropriate speaking and listening skills for a variety of settings.
- Make sound financial choices by using appropriate resources.
- Understand ethnic and cultural differences.
- Understand human differences.
- Obtain information electronically and organizes it successfully.
- Use a variety of technological resources to solve problems.

Relationship of Life Skills to 40 Developmental Assets®

Life skills are the attributes a student acquires to enhance his or her chance of “real world” success. The 40 Developmental Assets® describe qualities, people, or advantages a student may have in his or her life. An “asset rich” student will be more likely to demonstrate life skills. In essence, assets nurture life skills. The counseling outcomes and objectives help to cultivate a young person’s assets, which will increase the likelihood that the student will demonstrate life skills on a more consistent basis. The following table identifies the relationship between the Life Skills and the 40 Developmental Assets®.

LIFE SKILL	INTERNAL ASSETS	EXTERNAL ASSETS
Readiness for Work	Commitment to Learning, Positive Values, Social Competencies, Positive Identity	Support, Empowerment, Boundaries & Expectations, Constructive Use of Time
Demonstrate the ability to manage time.	23. Homework 30. Responsibility 32. Planning & Decision Making	20. Time at Home
Demonstrate the ability to follow directions.	30. Responsibility	11. Family Boundaries 12. School Boundaries
Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.	22. School Engagement 23. Homework 30. Responsibility 32. Planning & Decision Making	2. Positive Family Communication
Develop ability to work with others to accomplish tasks/goals.	32. Planning & Decision Making 33. Interpersonal Competence 34. Cultural Competence 37. Personal Power	8. Youth as Resources 9. Service to Others
Demonstrate essential knowledge of good work habits.	21. Achievement Motivation 30. Responsibility 32. Planning & Decision Making	16. High Expectations 25. Reading for Pleasure
Demonstrate responsibility.	21. Achievement Motivation 22. School Engagement 23. Homework 29. Honesty 30. Responsibility 31. Restraint 32. Planning & Decision Making	6. Parent Involvement 16. High Expectations
Readiness for Life-Long Learning		
Demonstrate ability to set and pursue short-term and long-term goals.	30. Responsibility 32. Planning & Decision Making 37. Personal Power 39. Sense of Purpose 40. Positive View of Personal Future	16. High Expectations
Obtain, organize and evaluate information successfully.	21. Achievement Motivation 22. School Engagement 23. Homework 30. Responsibility	16. High Expectations

Develop the attribute of integrity.	28. Integrity 29. Honesty 30. Responsibility 35. Resistance Skills 37. Personal Power 38. Self-Esteem	2. Positive Family Communication 19. Religious Community
Develop the attribute of self-discipline.	21. Achievement Motivation 22. School Engagement 23. Homework 24. Bonding to School 37. Personal Power	5. Caring School Climate 11. Family Boundaries 12. School Boundaries 13. Neighborhood Boundaries 16. High Expectations
Develop the attribute of a positive attitude.	37. Personal Power 38. Self-Esteem 39. Sense of Purpose 40. Positive View of Personal Future	14. Adult Role Models 15. Positive Peer Influence
Develop the attribute of perseverance.	32. Planning & Decision Making 35. Resistance Skills 37. Personal Power 39. Sense of Purpose	14. Adult Role Models 16. High Expectations
Citizenship		
Participate in community and school organizations.	24. Bonding to School 26. Caring 30. Responsibility	5. Caring School Climate 8. Youth as Resources 9. Service to Others 16. High Expectations 17. Creative Activities 18. Youth Programs 19. Religious Community
Respect diversity.	27. Equality and Social Justice 34. Cultural Competence	14. Adult Role Models
Respect the rights of others.	27. Equality and Social Justice 33. Interpersonal Competence 34. Cultural Competence	14. Adult Role Models
Treat others in a considerate and non-demeaning manner.	26. Caring 33. Interpersonal Competence 34. Cultural Competence 36. Peaceful Conflict Resolution 38. Self-Esteem	1. Family Support 3. Other Adult Relationships 4. Caring Neighborhood 7. Community Values Youth 8. Youth as Resources 15. Positive Peer Influence

Millard Essential Learner Outcomes

CITIZENSHIP • CONSUMER ECONOMICS • FINE AND PERFORMING ARTS • HUMAN RELATIONS • LITERACY AND COMMUNICATION • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING
• SCIENCE • SOCIAL STUDIES • TECHNOLOGY • WELLNESS

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency on these twelve indicators by meeting established standards on District-wide assessments. This proficiency, along with the successful completion of 225 credits for the class of 2004 and beyond, is used for diploma granting or denial. Students in the Millard Public Schools will:

LITERACY AND COMMUNICATION

1. Demonstrate competencies in reading to understand and evaluate a variety of texts.
2. Demonstrate competencies in writing in a variety of modes.

MATHEMATICS

4. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
5. Understand and use attributes of geometric figures and systems of measurement.
6. Demonstrate knowledge of and use coordinate systems and algebraic concepts.
7. Select, organize, display and analyze data.
8. Apply appropriate mathematical strategies to solve problems.

SCIENCE

9. Use scientific processes to understand the unifying concepts of the natural world.
10. Demonstrate understanding of life, physical, earth and space sciences.

SOCIAL STUDIES

11. Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.
12. Demonstrate practical knowledge of history, economics and geography.
13. Understand global interdependence.

Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught), competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used for diploma-granting or denial.

LITERACY AND COMMUNICATION

3. Demonstrate appropriate speaking and listening skills for a variety of settings.

CONSUMER ECONOMICS

- Demonstrate skills in managing money.
- Make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Understand ethnic and cultural differences.
- Understand human differences.

TECHNOLOGY

- Obtain information electronically and organizes it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.

WELLNESS

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.

LIFE SKILLS AND PERFORMANCES

Within the school setting, students in the Millard Schools will:

READINESS FOR WORK

- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.

READINESS FOR LIFE-LONG LEARNING

- Demonstrate ability to set and pursue short term and long term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
 - integrity,
 - self-discipline,
 - positive attitude,
 - perseverance.

CITIZENSHIP

- Participate in community and/or school organization.
- Respect diversity.
- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.

Revised: Strategic Planning
December 5, 1996

T-Chart Approved: Millard Board of
Education
January 13, 1997

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December
4, 2006

Millard Public Schools

Omaha, NE

Level Outcomes and Objectives

ACADEMIC DOMAIN		
Outcome 1: Students will acquire the knowledge and skills that contribute to effective learning in school.		
The learner will:		
K-5	6-8	9-12
K-5 <ul style="list-style-type: none"> • Describe the role of the counselor. 	<ul style="list-style-type: none"> • Identify the essential elements/components of good study skills, i.e., organizational skills, test-taking strategies, time management and apply them in the classroom. • Identify personal learning style. • Acquire skills necessary for a successful transition to high school. 	<ul style="list-style-type: none"> • Understand the relationship between classroom performance and success in school. • Identify how success in school prepares one for transition from student to community member.
K <ul style="list-style-type: none"> • Demonstrate the ability to listen and follow directions. 		
1 <ul style="list-style-type: none"> • Demonstrate the ability to listen and follow directions. 		
2 <ul style="list-style-type: none"> • Apply the study skills necessary for academic success in second grade. • Identify strengths and weaknesses as a learner. 		
3 <ul style="list-style-type: none"> • Apply study skills necessary for academic success in third grade. • Apply effective test-taking skills. 		
4 <ul style="list-style-type: none"> • Apply the study skills necessary for academic success in fourth grade • Identify personal-learning styles by completing an inventory. 		
5 <ul style="list-style-type: none"> • Apply the study skills necessary for academic success in fifth grade. • Acquire skills necessary for a successful transition to middle school. 		
Student Progress/Assessment		
<ul style="list-style-type: none"> • Life Skills Indicators on report card • Counselor Observation • Listening exercise 	<ul style="list-style-type: none"> • Check list • Life Skills Assessment 	<ul style="list-style-type: none"> • Personal Learning Plan

Outcome 2: Students will set goals as to prepare for their future.

The learner will:

	K-5	6-8	9-12
K-5	<ul style="list-style-type: none"> Identify components of a SMART (Specific, Measurable, Achievable, Real, Timed) goal. Write a SMART goal. 	<ul style="list-style-type: none"> Demonstrate the knowledge of goal-setting as it relates to academic performance. 	<ul style="list-style-type: none"> Demonstrate understanding of advantages of successfully completing course work/graduation requirements. Plan and articulate course selections to meet personal goals and graduation requirements. Participate in advanced educational and career exploration. Create SMART goals to prepare for the future.

Student Progress/Assessment

<ul style="list-style-type: none"> SMART Goals, student booklets 	<ul style="list-style-type: none"> SMART Goals, progress checks Personal Learning Plan 	<ul style="list-style-type: none"> Personal Learning Plan Nebraska Career Connections
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Outcome 3: Students will understand the relationship of academic performance to future choices.

The learner will:

	K-5	6-8	9-12
5	<ul style="list-style-type: none"> Acquire skills necessary for a successful transition to middle school. 	<ul style="list-style-type: none"> Understand how grades impact secondary and post-secondary choices. Understand the impact of course selection on secondary and post-secondary opportunities. Acquire skills necessary for successful transition to high school. 	<ul style="list-style-type: none"> Identify and use resources to explore post-high school options. Identify post-secondary options consistent with interests, achievement, and aptitude. Identify community and co-curricular activities to develop interests and abilities.

Student Progress/Assessment

<ul style="list-style-type: none"> Student portfolio 	<ul style="list-style-type: none"> Transition Goals Personal Learning Plan 	<ul style="list-style-type: none"> Personal Learning Plan Nebraska Career Connections Resume
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Personal/Social Domain			
Outcome 1: Students will apply the knowledge, attitudes, and interpersonal skills acquired to help them understand and respect self and others.			
The learner will:			
	K-5	6-8	9-12
K	<ul style="list-style-type: none"> Identify and express feelings appropriately. 	<ul style="list-style-type: none"> Demonstrate positive values, attitudes, and beliefs as it relates to success in school. Demonstrate effective communication to build positive relationships. 	<ul style="list-style-type: none"> Show respect for self and others. Apply social skills to enhance positive relationships with others.
1	<ul style="list-style-type: none"> Develop a positive attitude toward self. 		
2	<ul style="list-style-type: none"> Demonstrate how to make and keep friends. 		
3-5	<ul style="list-style-type: none"> Identify personal strengths. 		
Student Progress/Assessment			
	<ul style="list-style-type: none"> Life Skills Indicators on report card Counselor Observation 	<ul style="list-style-type: none"> Life Skills Self-Assessment Developmental Assets Profile 	<ul style="list-style-type: none"> Life Skills Self-Assessment Referrals
Outcome 2: Students will make decisions, set goals, and take necessary action to achieve their positive life goals.			
The learner will:			
	K-5	6-8	9-12
2	<ul style="list-style-type: none"> Learn problem-solving and decision-making skills. 	<ul style="list-style-type: none"> Demonstrate the ability to create and implement long and short-term SMART goals. 	<ul style="list-style-type: none"> Understand the rewards of good choices and develop positive decision-making and problem-solving skills. Set and achieve long and short-term SMART goals. Use resources available to help with decision-making and goal setting.
3	<ul style="list-style-type: none"> Define conflict and steps to conflict resolution. 		
4	<ul style="list-style-type: none"> Define peer pressure and make appropriate choices. 		
5	<ul style="list-style-type: none"> Identify consequences and accept responsibility for decisions and choices. 		
Student Progress/Assessment			
	<ul style="list-style-type: none"> Life Skills Indicators on report card Counselor Observation SMART Goals/student booklets 	<ul style="list-style-type: none"> SMART Goals, progress check Personal Learning Plan 	<ul style="list-style-type: none"> Personal Learning Plan Developmental Assets Profile

Outcome 3: Students will practice safety and survival skills.			
The learner will:			
	K-5	6-8	9-12
4-5	<ul style="list-style-type: none"> Identify signs of stress and demonstrate appropriate coping skills. 	<ul style="list-style-type: none"> Identify resource people in the school and the community and know how to seek their help. Demonstrate positive coping skills for measuring their stress and conflict. Demonstrate the ability to set boundaries and make healthy choices. 	<ul style="list-style-type: none"> Practice making safe and healthy choices. Understand risky or dangerous behaviors, and know where to seek help.
K-5	<ul style="list-style-type: none"> Demonstrate the ability to set boundaries and protect personal rights and privacy. Identify Resource people in the school and community and know how to seek help. 		
Student Progress/Assessment			
	<ul style="list-style-type: none"> Counselor Observation 	<ul style="list-style-type: none"> Developmental Asset Profile Counseling contact records 	<ul style="list-style-type: none"> Life Skills Assessment Developmental Assets Profile

Career Domain			
Outcome 1: Self awareness: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.			
The learner will:			
K-5		6-8	9-12
K	<ul style="list-style-type: none"> Describe how working at school is a student’s job. Develop a positive attitude towards work and school. 	<ul style="list-style-type: none"> Recognize personal abilities, skills, interests, and motivations and record in a personal-learning plan. Demonstrate planning by use of a SMART goal. Develop skills to locate, evaluate and interpret career information. 	<ul style="list-style-type: none"> Use personal skills, interests and abilities to achieve personal, social, educational and career goals. Locate, evaluate, and interpret post-secondary and career information.
1	<ul style="list-style-type: none"> Demonstrate a positive attitude towards work and school. Practice making decisions. 		
2	<ul style="list-style-type: none"> Practice making decisions. 		
3	<ul style="list-style-type: none"> Recognize a variety of career pathways. Make decisions and set goals. 		
4	<ul style="list-style-type: none"> Develop skills to locate, evaluate and interpret career information. 		
5	<ul style="list-style-type: none"> Describe ways in which one can meet personal needs and goals through work. 		
Student Progress/Assessment			
<ul style="list-style-type: none"> Life Skills Indicators on report card Counselor Observation Student portfolio 		<ul style="list-style-type: none"> Personal Learning Plan: career components-work values inventory, career-cluster survey, SMART goals 	<ul style="list-style-type: none"> Personal Learning Plan Nebraska Career Connections PLAN Assessment

Outcome 2 Career Awareness: Students will employ strategies to achieve future career goals with success and satisfaction.			
The learner will:			
	K-5	6-8	9-12
2-5	<ul style="list-style-type: none"> Describe the relationship between school tasks and skills that are necessary for success in a career. 	<ul style="list-style-type: none"> Explain how work can help to achieve personal success and satisfaction. Know the various ways in which occupations can be classified. Research information to obtain career information. Identify the education and training needed to achieve career goals. 	<ul style="list-style-type: none"> Apply decision-making skills to career planning, course selection and career transition. Explore work through involvement in school and community activities.
Student Progress/Assessment			
	<ul style="list-style-type: none"> Life Skills Indicators on report card Counselor Observation 	<ul style="list-style-type: none"> Personal Learning Plan: career components-work values inventory, career cluster survey 	<ul style="list-style-type: none"> Personal Learning Plan PLAN Assessment Class schedule decisions
Outcome 3: Career Preparation: Students will understand the relationship between personal qualities, education, training and the world of work.			
The learner will:			
	K-5	6-8	9-12
4	<ul style="list-style-type: none"> Explore academic skills needed in several interest and career areas. 	<ul style="list-style-type: none"> Identify personal skills, interests, and abilities and relate them to current career choice. Identify personal preferences and interests which influence career choice and success. Describe the relationship between work and lifestyle. 	<ul style="list-style-type: none"> Research and plan for successful transition from school to work. Identify career pathways and their post-secondary education requirements. Use available resources for successful transition from high school to post-secondary opportunities.
5	<ul style="list-style-type: none"> Locate, evaluate and interpret information for a specific career. 	<ul style="list-style-type: none"> Demonstrate how interests, abilities and achievement relate to attaining personal, social, educational and career goals. Describe how life-long learning relates to employment. 	<ul style="list-style-type: none"> Recognize life-long learning is important for employment.
Student Progress/Assessment			
	<ul style="list-style-type: none"> Student portfolio 	<ul style="list-style-type: none"> Personal Learning Plan, career components: work values inventory, career cluster survey 	<ul style="list-style-type: none"> Personal Learning Plan Nebraska Career Connections Diploma Path Selection Completed applications

Projected Timeline for Millard Education Program Pre-K -12 Counseling

Phase	Task	Year
Phase I	<ul style="list-style-type: none"> • Establish core committee • Research by staff • Develop mission 	Fall 2006
Phase II	<ul style="list-style-type: none"> • Create scope & Sequence for curriculum alignment • Write course outcomes, objectives & assessments • Select instructional materials • Approve framework • Create curriculum guides • Approval of resources by Board of Education 	2007-2008 June 2008
Phase III	<ul style="list-style-type: none"> • Implement new curriculum, purchase new resources • Staff Development on new instructional practices & resources 	Fall 2008
Phase IV	<ul style="list-style-type: none"> • Monitor, collect student & program assessment data 	2009-2010 2010-2011 2011-2012 2012-2013
Phase I	<ul style="list-style-type: none"> • Establish core committee • Research by staff • Develop mission 	2013