Montana School Counseling Program Standards
Montana Office of Public Instruction

10.55.1901 SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS
(In accordance with ARM10.55.603 and ARM 10.55.1001)

(1) In general, school counseling shall:

(a) meet the following conditions:

    (i)   Provide a comprehensive developmentally planned program;

    (i)   Advocate for all students and encourage students to develop to their full potential;

    (i)   Respect the worth and dignity of all individuals by building trust and respecting confidentiality; and

    (i)   Contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, parents, business, and industry.

(a) include the following practices:

    (i)   Maximize students' potential in the areas of academic, career, and personal/social development;

    (i)   Develop a guidance curriculum presented through structured groups and classroom presentations;

    (i)   Conduct individual planning using assessment, advisement, placement, and follow-up;

    (i)   Deliver responsive services through individual and group counseling, consultation, and referral; and

    (i)   Provide system support through management, consultation with staff, community outreach, and public relations.

Academic Development: Standards and Indicators

STANDARDS		
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.	Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	Students will understand the relationship of academics to the world of work, and to life at home and in the community.
INDICATORS		
K-6	***K-6***	***K-6***
A. Take pride in work and in achievement A. Use communication skills to know when and how to ask for help when needed A. Articulate feelings of competence and confidence as a learner A. Accept mistakes as essential to the learning process A. Demonstrate how effort and persistence positively affect learning A. Take responsibility for their actions A. Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	A. Establish challenging academic goals at each grade level A. Demonstrate the motivation to achieve individual potential A. Become self-directed and independent learners A. Understand the relationship between classroom performance and success in school A. Seek information and support from faculty, staff, family, and peers	A. Seek co-curricular and community experiences to enhance the school experience A. Understand the relationship between learning and work
7-8	***7-8***	***7-8***
A. Display a positive interest in learning A. Apply time management and task management skills A. Develop a broad range of interests and abilities	A. Apply the study skills necessary for academic success A. Use assessment results in educational planning A. Apply knowledge of aptitudes and interests to goal setting A. Use knowledge of learning styles to positively influence school performance	A. Understand how school success and academic achievement enhance future career and avocation opportunities A. Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
9-12	***9-12***	***9-12***
A. Identify attitudes and behaviors which lead to successful learning A. Apply knowledge of learning styles to positively influence school performance A. Demonstrate dependability, productivity, and initiative A. Share knowledge	A. Learn and apply critical thinking skills A. Organize and apply academic information from a variety of sources A. Develop and implement an annual plan of study to maximize academic ability and achievement A. Use problem-solving and decision-making skills to assess progress toward educational goals A. Identify postsecondary options consistent with interests, aptitude, achievement, and	A. Understand that school success is the preparation to make the transition from student to community member A. Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals

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	abilities	

Career Development: Standards and Indicators

STANDARDS		
Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Students will employ strategies to achieve future career goals with success and satisfaction.	Students will understand the relationship between personal qualities, education, training and the world of work.
INDICATORS		
K-6	***K-6***	***K-6***
A. *Learn how to interact and work cooperative in teams* A. *Learn about the variety of traditional and nontraditional occupations* A. *Learn to make decisions* A. *Learn how to set goals* A. *Acquire employability skills such as working on a team, problem-solving, and organizational skills*	A. *Demonstrate knowledge of the career planning process* A. *Identify personal skills, interests, and abilities and relate them to current career choices*	A. *Learn to work cooperatively with others as a team member* A. *Identify personal preferences and interests which influence career choices and success* A. *Learn how to use conflict management skills with peers*
7-8	***7-8***	***7-8***
A. *Develop a positive attitude toward work and learning* A. *Develop skills to locate, evaluate, and interpret career information* A. *Develop an awareness of personal abilities, skills, interests, and motivations* A. *Understand the importance of planning* A. *Develop hobbies and avocational interests* A. *Utilize time- and task-management skills*	A. *Apply decision-making skills to career planning, course selection, and career transitions* A. *Describe traditional and nontraditional occupations and how these relate to career choice* A. *Demonstrate awareness of the education and training needed to achieve career goals* A. *Learn how to use the Internet to access career planning information*	A. *Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals* A. *Understand the relationship between educational achievement and career success* A. *Explain how work can help to achieve personal success and satisfaction* A. *Understand that work is an important and satisfying means of personal expression*
9-12	***9-12***	***9-12***
A. *Pursue and develop competency in areas of interest* A. *Balance between work and leisure time* A. *Apply job readiness skills to seek employment opportunities* A. *Demonstrate knowledge about the changing workplace* A. *Learn about the rights and responsibilities of employers and employees* A. *Learn how to write a resume*	A. *Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences* A. *Select course work that is related to career interests* A. *Assess and modify their educational plan to support career goals* A. *Know the various ways which occupations can be classified* A. *Use research and information*	A. *Understand that the changing workplace requires lifelong learning and acquiring new skills* A. *Describe the effect of work on lifestyle* A. *Understand the importance of equity and access in career choice* A. *Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing,*

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A. *Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace* A. *Learn to respect individual uniqueness in the workplace*	*resources to obtain career information* A. *Understand how changing economic and societal needs influence employment trends and future training* A. *Maintain a career planning portfolio*	*and/or mentoring experiences*

Personal/Social Development: Standards and Indicators

STANDARDS		
Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.	Students will make decisions, set goals, and take necessary action to achieve goals.	Students will understand safety and survival skills.
INDICATORS		
K-6	**K-6**	**K-6**
A. *Develop a positive attitude toward self as a unique and worthy person* B. *Identify and express feelings* C. *Distinguish between appropriate and inappropriate behaviors* D. *Learn how to make and keep friends* E. *Understand the need for self-control and how to practice it* F. *Learn the goal-setting process* G. *Recognize personal boundaries, rights, and privacy needs* H. *Demonstrate cooperative behavior in groups* I. *Identify personal strengths and assets* J. *Recognize that everyone has rights and responsibilities* K. *Recognize, accept, respect, and appreciate individual differences* L. *Recognize, accept, and appreciate ethnic and cultural diversity*	A. *Demonstrate a respect and appreciation for individual and cultural differences* B. *Understand consequences of decisions and choices* C. *Demonstrate when, where, and how to seek help for solving problems and making decisions* D. *Know how to apply conflict resolution skills*	A. *Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)* B. *Learn the difference between appropriate and inappropriate physical contact* C. *Demonstrate the ability to assert boundaries, rights, and personal privacy* D. *Learn techniques for managing stress and conflict* E. *Learn coping skills for managing life events*
7-8	**7-8**	**7-8**
A. *Identify values, attitudes, and beliefs* B. *Understand change as a part of growth* C. *Respect alternative points of view* D. *Use effective communication skills* E. *Know that communication*	A. *Use a decision-making and problem-solving model* B. *Identify alternative solutions to a problem* C. *Develop effective coping skills for dealing with problems* D. *Know when peer pressure is influencing a decision* E. *Use persistence and*	A. *Differentiate between situations requiring peer support and situations requiring adult professional help* B. *Apply effective problem-solving and decision-making skills to make safe and healthy choices* C. *Learn about the emotional and physical dangers of substance*

STANDARDS		
involves speaking, listening, and nonverbal behavior	*perseverance in acquiring knowledge and skills*	*use and abuse* D. *Learn how to cope with peer pressure*
9-12 A. *Recognize and respect differences in various family configurations* B. *Identify and discuss changing personal and social roles* C. *Identify and recognize changing family roles*	***9-12*** A. *Develop an action plan to set and achieve realistic goals* B. *Identify long-term and short-term goals* C. *Identify alternative ways of achieving goals*	***9-12*** A. *Learn about the relationship between rules, laws, safety, and the protection of an individual's rights* B. *Identify resource people in the school and community, and know how to seek their help*