
School Counseling Model and Standards Policy 5.103

The Background:

This final read item presents a revision of the existing School Counseling and Career Guidance Standards Policy to create the *Tennessee Comprehensive School Counseling Model of Practice* to provide guidance for districts in developing effective, research-based school counseling programs.

Revision of the attached model has been underway for nearly a year. The following stakeholders provided input and feedback during the revision of the model and standards: hundreds of practicing Tennessee school counselors (via regional meetings, digital surveys, and conference working sessions), Tennessee School Counseling Advisory Council members, Tennessee School Counselor Association, Tennessee Association of Counseling Educators and Supervisors, National Consortium for School Counseling and Postsecondary Success, postsecondary partners and pre-service school counseling preparation programs, and the following teams at the Tennessee Department of Education: Student Readiness and Early Postsecondary, Coordinated School Health, Special Populations, Safe and Supportive Schools, and Career and Technical Education (including Work-Based Learning and STEM, specifically).

To ensure that comprehensive school counseling programs are of high quality, the Department of Education will provide LEAs with guidance to address program expectations and professional development. Clarification of the roles and responsibilities between school counselors and other student support personnel (such as school social workers, school psychologists, etc.) should be included to prevent duplication of services and establish appropriate expectations for each professional. These documents will be reviewed annually by the department and will be updated as necessary for dissemination to local boards of education.

The department is preparing to support roll-out of the revised model and standards, if approved, with regional collaboratives, state-led regional professional development sessions, and conference presentations across the state.

Since first reading, an open public comment period has been held. Based on that feedback, the following changes have been made:

- **Page 3:** Removes specific recommendation for extended contract so that districts have the flexibility to address their own needs.
- **Page 4:** Removes duplicative language and clarifies that the recommended 80% of time spent providing direct and support services should include a combination of all services within the delivery component. A high quality counseling program will deliver all aspects of the counseling program.
- **Page 6:** Removes Academic Knowledge Standard about personal learning styles. Recent research does not support that knowing specific learning styles has an impact on student achievement; differentiated instruction and personalized learning will address this so a separate standard is not necessary.

- **Page 8:** Combines College and Career Readiness experience standards 1 and 2 because they are very similar standards and will support postsecondary training within the context of career planning.

The Fiscal Analysis Impact:

T.C.A. § 49-1-212 requires that the Department of Education prepare a fiscal analysis of any policy, rule, or regulation proposed to the State Board of Education. This item has no financial impact on an LEA.

The Recommendation:

The Department of Education recommends adoption of this item on final reading. The SBE staff concurs with this recommendation.