



Rationale and Context

The school community is confronted daily with challenges that directly interfere with the educational process. These challenges require that schools abandon traditional methods in favor of new, proactive, innovative approaches that support the academic achievement of ALL students. School counselors are uniquely qualified and positioned to serve as critical intermediaries for Illinois students in numerous ways as they prepare all students for academic success, college and career readiness, and healthy social/emotional development.

Ultimately, the Illinois school counselor's goal is to help 'every student succeed' and support them in becoming productive classroom and school community contributors, competent and satisfied in their future careers, and socially/emotionally healthy individuals throughout their lifespan. This can lead to a long-lasting, statewide impact in our economy, culture, mortality, quality of life and well-being in every region of Illinois.

What is the Illinois Model?

The Developmental Counseling Model for Illinois Schools, hereafter referred to as the "Illinois Model," is a tool used to assist school counselors and administrators in building a school counseling program that is comprehensive in scope, preventive in design, developmental in nature, and focused on the three American School Counselor Association (ASCA) domains: academic, career and social/emotional. The Illinois Model is strongly aligned to and builds on the fundamental, evidence-based components of the [ASCA National Model](#) (2012) and tailors them for Illinois' unique population and school communities. It includes best practices, samples, templates, and resources from across the nation.

The approach described in the Illinois Model is proactive, emphasizing universal Tier 1 school counseling supports for ALL students and the use of "data identifiers" to actively target students in need of Tier 2 and 3 supports. It discusses how Illinois School counselors can work to assess areas of student growth through accountability systems embedded in district improvement plans which ensure continuous growth in our students and our comprehensive school counseling programs.

The Illinois Model was developed to support school counselors and administrators in utilizing the ASCA National Model, content specific to Illinois, and other nationwide best practices within Illinois schools, including MTSS, Illinois Social/Emotional Learning Standards, Common Core discipline-specific standards, school counseling services as outlined by the Illinois School Code (105 ILCS 5/10-22.24b), Illinois Standards for the School Counselor, and school counseling classroom curriculum.

Who Should Use the Illinois Model?

This manual is prepared primarily for school counselors, but is recommended for use by administrators, teachers, school support personnel, parents, community members, and policy makers. Highly adaptable, the Illinois Model offers Illinois districts the freedom to collaboratively contribute their own expertise as it relates to the developmental needs of students.

School counselors are ideally and uniquely equipped for the coordination and organization of their school's



school counseling program. Yet, to effectively achieve the goals of the Illinois Model in its fullest sense, all

key stakeholders must play a significant role in its implementation, from school staff and community members, to university educators who train school counselors, administrators, and teachers. The Illinois Model can and should be used by anyone who desires to understand how school counseling programs can be successfully implemented in schools.

Key Highlights

Organized by ASCA National Model component (Foundation, Management, Delivery, and Accountability), the Illinois Model stresses that effective school counseling programs:

- Support the school's mission and demonstrate a measurable impact on the school's goals.
- Advocate for the equity and access of all students, taking into consideration the unique needs of its own diverse population.
- Provide school counseling supports around the three domains (academic, social/emotional, career) to ALL students based on tiered need (Tier 1=universal core curriculum for ALL students; Tier 2=data-informed, targeted supports provided to SOME students; Tier 3=deep and intensive supports for FEW students).
- Collaborate with administrators, staff, students, parents, community members, and other key stakeholders.
- Appropriately use school counselors' time, skills, and energy so they may adequately focus on achieving the goals of the school counseling program through direct and indirect services for all students. *Note: The Illinois Model recommends a maximum school counselor-to-student ratio of 1:250 and that school counselors spend 80% or more of their time in [appropriate direct and indirect services](#) to students.*



What's New in the 2018 Edition of the Illinois Model?

The newest edition of the Illinois Model was designed to build on prior models while integrating key elements reflective of the evolving profession of school counseling and the changing needs of Illinois students. Specifically, the following hands-on tools and features have been added:

- **[Illinois Learning Standard Crosswalk](#)**: This resource is designed to support school counselors in more effectively collaborating with teachers to deliver school counseling core curriculum in the classroom. Using the Illinois Learning Standards' grade bands (K-3, 4-5, 6-8, 9-10, 11-12), it outlines standards for each content area that can be taught or co-taught in the classroom by school counselors. This enables school counselors to easily locate Illinois Learning Standards related to school counseling, build those standards into school counseling lesson plans, and demonstrate to administrators and teachers which standards their classroom lessons will support.



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- [School Counseling Core Curriculum Resource List](#): The development of a LIVE and ever-expanding resource list of sample core curricula has been added to better enable school counselors to locate curriculum for use in the classroom.
 - Additional Tier 1 resources for school counselors, including a [Sample School Counseling Curriculum Map](#), horizontally and vertically aligned across all grade levels K-12 and sample lesson plan packages (lesson plan, all needed materials, pre/post-test) for select topics.
 - Alignment to the newest ASCA National Model Position Statements (2017), ASCA Ethical Standards for School Counselors (2016), ASCA Mindsets & Behaviors for Student Success (2014), and cutting-edge school counseling terminology, best practices, and systems including the new Multi-Tiered, Multi-Domain System of Supports for School Counselors (Hatch, 2017).
 - An expanded discussion of the difference between a traditional “guidance counselor” and a transformed “school counselor.”
 - Qualifications and training of an Illinois school counselor.
 - Listing of critical school counseling program elements recommended to be implemented in all Illinois schools.

The 2018 Revision Task Force invites you to read this document with fresh eyes, an excited spirit, and a can-do attitude to learn how to contribute to this innovative, cutting-edge approach to school counseling. This evidence-based model has proven results in student success and preparing them to become the next generation of parents, workers, leaders, and citizens. Our vision is that all Illinois administrators, teachers, students, families, community members, and policy makers will understand that school counselors are vital members of the educational leadership team and critically important to student success. Together, we will make a difference!

Access the full text of the Illinois Model at: <https://ilschoolcounselor.org/ILModel>