

## **The Texas Model for Comprehensive School Counseling Programs**

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Many state departments of education have revised their state school counseling models, and only a few states have developed statewide evaluation systems to gather information about program effectiveness and promote effective local program evaluation (Martin & Carey, 2012). In 1990, the TEA guidance advisory committee defined the counseling program in Texas public schools and established goals (Texas Education Agency, 2004).

The *Texas Model for Comprehensive School Counseling Programs* promulgated a process for creating and tailoring a counseling program model to meet the needs of Texas public school students (Cox, 2018). The *Texas Model* provides standards to enhance school counselors' roles and improve guidance and counseling programs. The *Texas Model* a) meets the diverse needs of students in Texas; b) acts as a resource to identify program structures, goals, and expectations enhancing the counseling program; and c) provides a framework whereby the Texas school counselor will transform the campus and district school counseling program (TEA, 2018).

The *Texas Model, 5<sup>th</sup> edition* (2018) provides a framework to ensure all students have access and benefit from comprehensive, developmental school guidance and counseling services. This allows educators to develop, validate, or improve their school district's guidance program. Both the Texas Education Agency (TEA) and the Texas Counseling Association (TCA) recommend the *Texas Model* for use by Texas public schools to assist districts in complying with the TEC §33.005-33.007 (Texas Education Agency, 2004).

The *Texas Model* is an integral part of each school's total educational program. The school counselor's primary focus is to facilitate instruction by removing impediments to student learning. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. Therefore, it is imperative school district and school counseling program leaders continually manage and improve the comprehensive school counseling program. School counseling program improvement and implementation require programmatic management including the use of data, accountability measures, and program evaluation tools. The *Texas Model* provides a useful school counseling program audit (Appendix F, p. 172) which can be used to begin the program evaluation process. Don't be too overwhelmed by this process. Keep in mind the concept of this audit is to highlight the strengths and areas for continuous program improvement. Enjoy the process and remember - *the total school program is a responsibility shared by many stakeholders* (TEA, 2018).

### **References**

- Cox, E. (2018). Examining School Counseling Program Leaders' Experiences In Implementing The Texas Comprehensive School Counseling Program Model: A Delphi Study.
- Texas Education Agency. (2004). *A model comprehensive, developmental guidance and counseling program for Texas public schools: A guide for program development, pre-K–12th grade. (4th ed.)*. Austin, TX.
- Texas Education Agency. (2018). *The Texas model for comprehensive school counseling programs. (5<sup>th</sup> ed.)*. Austin, TX.