



# SCPS COMPREHENSIVE SCHOOL COUNSELING PLAN 2023 / 2024

School Board Approved 12/12/2023




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The key below is a reference guide for the SCPS Comprehensive School Counseling Plan.

1.  When you see this box, click the links for ASCA templates and other resources.
2. Items in this font are clickable links to the referenced item.
3. Items related to the Florida Standards have the related icon displayed.

STANDARD 1. PROFESSIONAL AND ETHICAL EXPECTATIONS



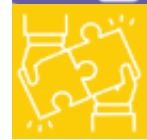
STANDARD 2. DATA-DRIVEN PLANNING



STANDARD 3. SCHOOL COUNSELING PROGRAM



STANDARD 4. CONSULTATION, COLLABORATION, AND COORDINATION



STANDARD 5. COUNSELING SERVICES



STANDARD 6. ACADEMIC ADVISING AND PLANNING



STANDARD 7. CAREER DEVELOPMENT AND POSTSECONDARY PLANNING





# Acknowledgments

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Permission was received to model the Seminole County Public Schools Comprehensive School Counseling Plan after the Oklahoma Comprehensive School Counseling Framework. Other text and documents were used as cited.

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# Introduction

The Seminole County Public Schools (SCPS) Comprehensive School Counseling Plan ensures that School Counselors have support to implement programming that meets the needs of all students. Guided by the vision, mission, and [strategic plan of SCPS](#), School Counselors will establish and maintain the Conditions for Learning and provide innovative programming that leads to high academic performance, knowledge, and skill acquisition through customized pathways in a safe and caring environment.

The SCPS Comprehensive School Counseling Plan defines the roles and responsibilities of the School Counselor. It details the elements of a comprehensive school counseling program to support the design and implementation of programming based on research and evidence-based best practices. The American School Counseling Association (ASCA) National Model and the Florida School Counseling Framework inform the comprehensive plan. This plan makes school counseling services available to all students as a required element essential to the SCPS goals of excellence and equity.

## Comprehensive School Counseling Programs



Comprehensive school counseling programs redefine roles, determine direction, create collaboration, and benefit stakeholders. Schools are accountable for student achievement and success. Comprehensive school counseling programs are developmental, proactive, and preventative. They are the blueprint to prepare students for life after high school. School Counselors use comprehensive programming to provide direct services to students and indirect services through collaborating and consulting with interdisciplinary teams and establishing relationships with internal and external stakeholders.

### Research Supporting the Use of Comprehensive Programs

School Counselors provide students with a wide range of resources, support, and interventions. School Counselor-led initiatives include direct and indirect services aimed at helping students grow and develop in the areas of academic, career, and life skills development. There are research-based articles on specific school counseling interventions, services, and resources that are common in effective comprehensive school counseling programs. Appropriate school counseling activities such as classroom guidance lessons, small group counseling, individual student planning/counseling, consultation, and collaboration with stakeholders and community members provide students with the skills and information that help them grow into productive adults. Some examples of areas in which School Counselors can make a positive impact in schools through a comprehensive school counseling program include academic achievement, standardized test scores, behavior, attendance, racial disparities, college application rates, postsecondary readiness, students with disabilities, self-efficacy, social skills, graduation rates, student mental health, suicide risk, bullying, school connectedness, immigrant student issues, and more.



Visit [Professional Resources](#) for links to research.

## SCPS Vision

Seminole County Public Schools will be the premier school district in the State of Florida. The district will be recognized **nationally** for high standards, academic performance and offering students customized educational pathways in a safe and caring environment.

## SCPS Mission

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

## ePathways Mission

ePathways is customized learning that results in our students being prepared for 21st-century globally competitive work.

Seminole County Public Schools created ePathways to symbolize its commitment that high school graduates will leave our district with meaningful diplomas and a clear pathway to high-demand, high-wage employment. SCPS graduates will have a broad understanding of careers and exploration of specific interests to have a clear plan for their future.

School Counselors are a vital part of the ePathways team to ensure students will engage the full scope of opportunities from elementary school, continuing through middle school, and culminating in high school, to prepare them for a promising future.



## SCPS School Counseling Vision

The vision of Seminole County Public Schools Counselors is for all students to articulate a meaningful pathway promoting a life of learning, balance, and personal growth.

## SCPS School Counseling Mission

The mission of Seminole County Public Schools Counseling Services is to ensure customized pathway planning and to equip all students with the knowledge, skills, and attitudes to become productive citizens.

## School Counselor Support of SCPS Strategic Plan Initiatives

### A. Graduation

School Counselors contribute to System Initiative A by supporting student promotion and mitigating student retention through a comprehensive school counseling plan. School Counselors K-12 play a vital role in the graduation rate. School Counselors evaluate educational records to chart student progress toward graduation requirements and pathway planning goals.



### B. High Standards and Student Achievement



School Counselors support System Initiative B by promoting advanced courses and supporting the testing and assessment process. School Counselors interpret student assessment results and use them to make informed decisions for pathway planning.



## C. Innovation for College, Careers, and Citizenship



System Initiative C: Innovation for College, Careers, and Citizenship addresses the need for increased opportunities for improved pathways to career and digital literacy.

### College

**College refers to any postsecondary education preparing our graduates for meaningful work.** Career and technical centers, community colleges, state universities, state colleges, and apprenticeships are examples of postsecondary education. Our students graduate with a meaningful diploma, leading to focused postsecondary education and preparing them for their careers. When SCPS students graduate high school, they are prepared to embark on their chosen career pathway. Beginning at the elementary level, School Counselors assist students with exploration and preparation for college. Student-centered pathway plans and academic guidance ensure School Counselors equip students to be knowledgeable when making postsecondary decisions.

### Career

**Career education begins in kindergarten.** The ePathways approach gives students a variety of educational experiences that link to career development and partnerships with businesses and community organizations. Our career planning has seven career clusters which are Arts, Architecture Design and Projects, Business, Health and Science, Service, Technology, and Global Leadership and Public Service. School Counselors create programming that provides exposure to options and explores careers to prepare students for employment, enlistment, and enrollment.

### Citizenship

**Fostering citizenship is how students learn, interact, participate, and grow into productive individuals engaging in meaningful work within their community.** SCPS students engage in opportunities allowing them to develop a healthy sense of well-being. Through the delivery of a comprehensive school counseling plan, students learn what it means to be a productive member of society, fostering a sense of belonging, purpose, and dignity. The SCPS ePathways Skills for Future Ready Graduates model identifies learning, interacting, participating, and growing skill areas. The SCPS Model encourages the resiliency characteristics identified by Florida: Character, Personal Responsibility, Mentorship & Citizenship, and Critical Thinking & Problem Solving.



## D. Conditions for Learning



Protection of the student environment promotes learning and achievement. System Initiative D outlines physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning, and student conduct as the six identified conditions to optimize the learning environment. School Counselors support all six areas through direct and indirect services in a comprehensive school counseling program.



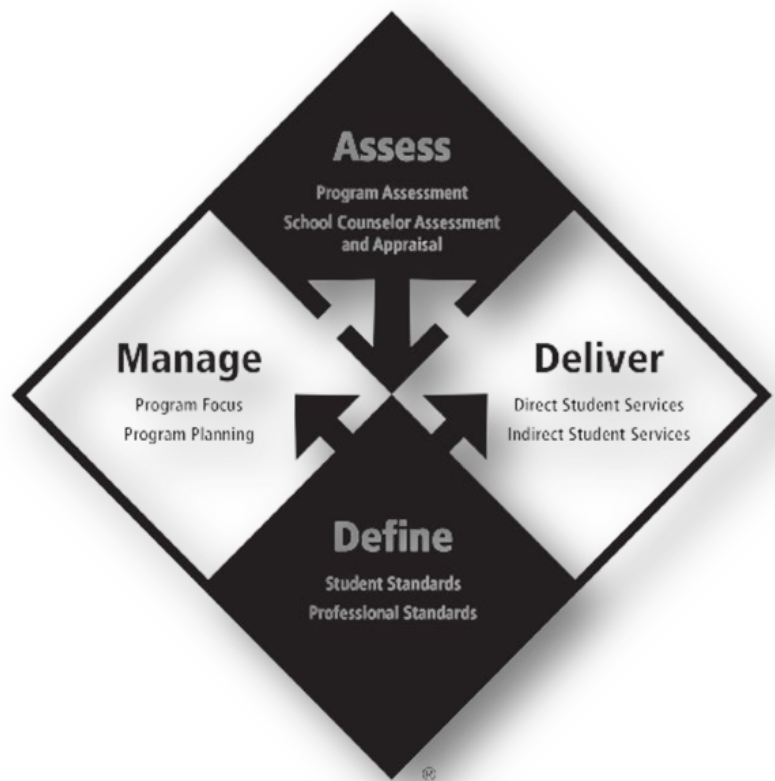
## Florida's School Counseling Framework

Adapted from the American School Counselor Association National Model, the Florida School Counseling Framework was first developed in 1995 and updated in 2010 by a group of Florida School Counselors, student services directors, counselor educators, and other invested individuals to transform the definition of "guidance" programs to a school counseling program designed to be comprehensive, preventative, and developmental in nature. School Counseling services are for ALL students.

## The ASCA National Model Executive Summary

The ASCA National Model guides School Counselors in the development of school counseling programs that:

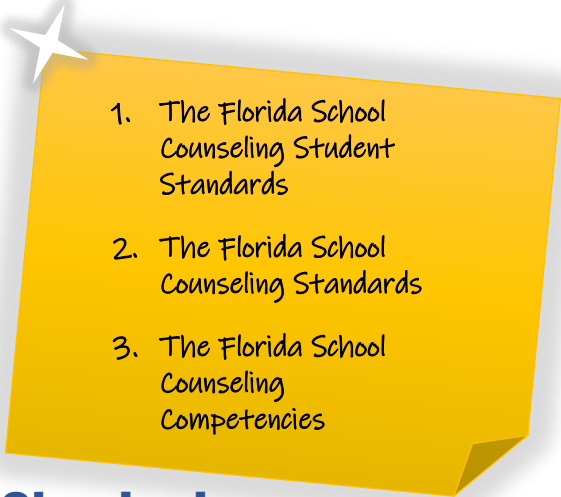
- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance, and discipline



See more on the ASCA site by visiting this link: <https://www.schoolcounselor.org/getmedia/bd376246-0b4f-413f-b3e0-1b9938f36e68/ANM-executive-summary-4th-ed.pdf>

# Define

The **Florida Counseling School Framework** guides how Florida School Counselors evaluate and revise their program. Three areas define comprehensive school counseling programs in Florida (see graphic). These standards help new and experienced School Counselors develop, implement, and assess their program to improve student achievement.

- 
1. The Florida School Counseling Student Standards
  2. The Florida School Counseling Standards
  3. The Florida School Counseling Competencies

## The Florida School Counseling Student Standards



The purpose of the counseling and student development curriculum is to assess students as they systematically develop the skills, they need to enhance their academic achievement, career development, life skills development, and community involvement. The curriculum helps students acquire age-appropriate knowledge and skills within the scope of the following student standards.

<b>ACADEMIC</b> 1. Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning. 2. Students will acquire the academic preparation necessary to choose from a wide range of educational, training, and employment options upon completion of secondary school.	
<b>CAREER</b> 3. Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions. 4. Students will use strategies for career and education planning.	
<b>LIFESKILLS DEVELOPMENT &amp; RESILIENCY</b> 5. Students will develop the skills to understand and appreciate themselves and others. 6. Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.	
<b>CITIZENSHIP AND GLOBAL INVOLVEMENT</b> 7. Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global community.	

# The Florida School Counseling Standards



The Florida School Counseling Standards are the guidelines for the school counseling profession. These standards inform the foundation for school counseling preparation programs, educator certification requirements, professional learning, and School Counselor evaluation systems. Refer to the **Assessment** section of this document to review how the standards translate to the SCPS evaluation process.

## Purpose and Structure

The purpose of these standards is to establish Florida's expectations for School Counselors. There are seven standards that further clarify and define the work required to demonstrate mastery of the standard.

### Definitions

**School Counselor:** Staff certified under Rule 6A-4.0181, F.A.C.

**School Counseling Program:** a set of focused resources and supports designed by schools and districts to meet the unique needs of the students

### Standard 1. Professional & Ethical Expectations

School Counselors act ethically and according to professional standards to promote the academic success and well-being of all students

### Standard 2. Data-Driven Planning

Effective School Counselors utilize resources, including available school data to guide decision-making and counseling services

### Standard 3. School Counseling Program

Effective School Counselors develop, implement, and evaluate programs that cultivate a school environment that promotes the academic success and well-being of all students

## 6A-5.079 Florida School Counseling Standards

### Standard 4. Consultation, Collaboration, and Coordination

Effective School Counselors utilize multiple means of communication to promote the academic success and well-being of all students

### Standard 5. Counseling Services

Effective School Counselors provide direct and indirect services that support the safety, mental health, and well-being of all students

### Standard 6. Academic Advising and Planning

Effective School Counselors cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students

### Standard 7. Career Development and Postsecondary Planning

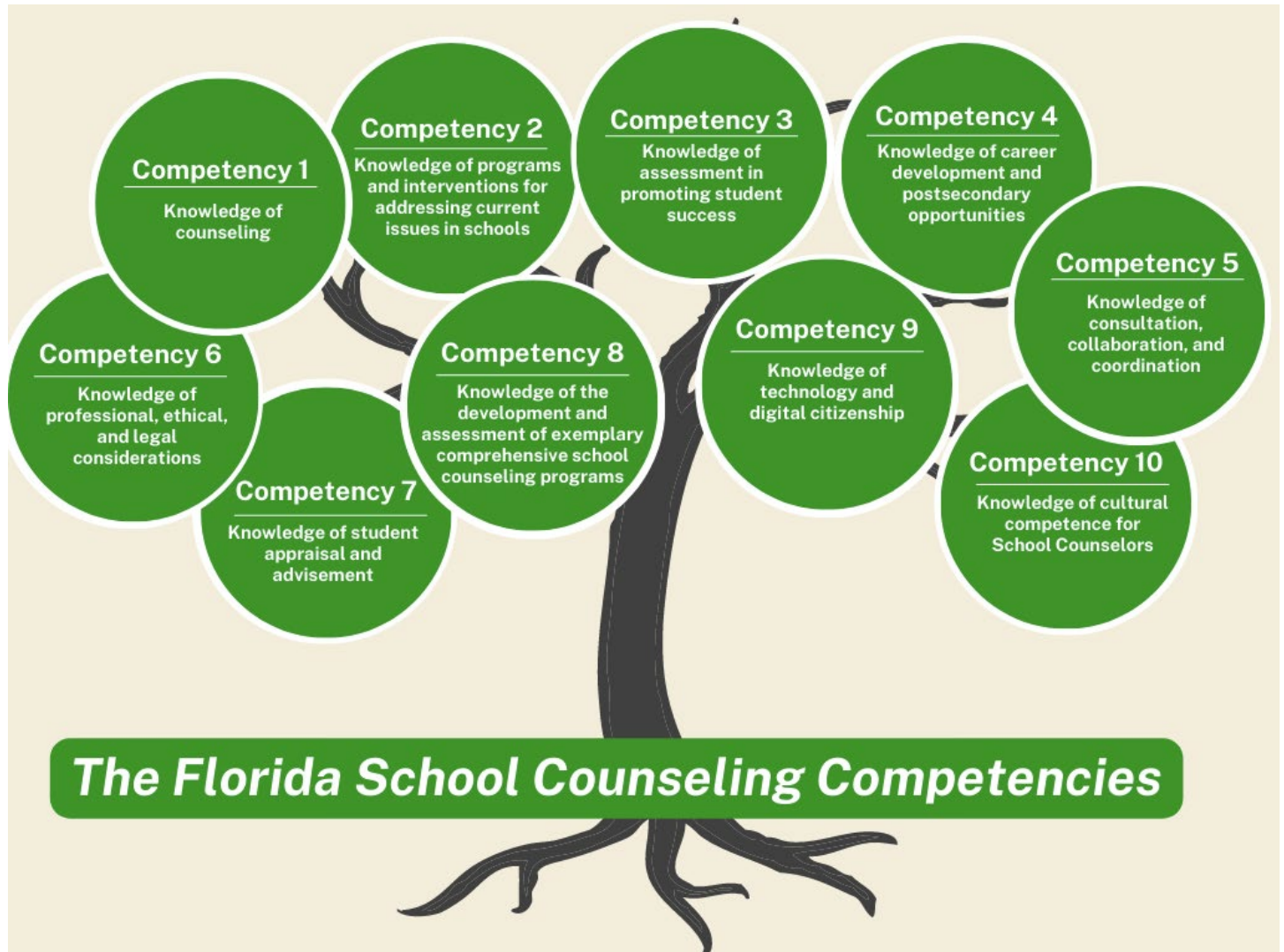
Effective School Counselors provide opportunities for all students to develop the behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, the value of volunteerism and mentorship, and a strong work ethic

For more information about Rule 6A-5.079, Florida School Counseling Standards, visit the website at: <https://www.fldoe.org/core/fileparse.php/20602/urlt/8-2.pdf>



## The Florida School Counseling Competencies

Educational preparation for the profession is of the utmost importance. Florida outlines two paths to certification. To further define the profession, each certified School Counselor must show the following competencies and pass the Florida Teacher Certification Examination (FTCE) covering the following competencies.



For more information about the FTCE, visit the website at:  
[http://www.fl.nesinc.com/studyguide/FL\\_SG\\_obj\\_018\\_redev.htm](http://www.fl.nesinc.com/studyguide/FL_SG_obj_018_redev.htm)

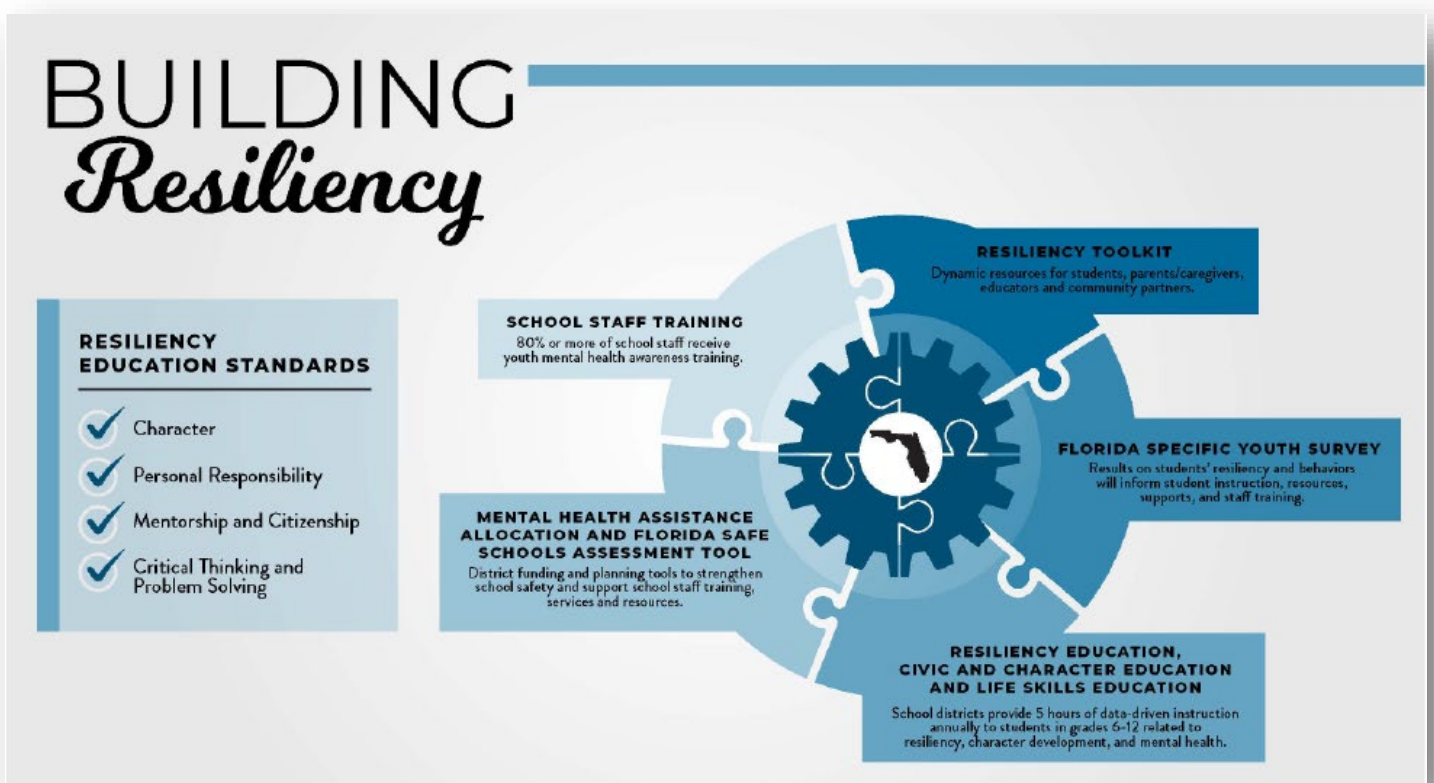
For more information about Specialization Requirements for Certification in School Counseling (Grades PK-12), visit the website at: <https://www.fldoe.org/teaching/certification/certificate-subjects/administrative-rules/6a-4-0181.stml>

## Other Resources

### Resiliency Education



Building resiliency for Florida's students and families is a top priority of the Florida Department of Education (FDOE). Florida ensures that all students have the necessary skills and resources to see them through life's successes and challenges. Every Florida public school is required to provide students in grades 6-12 with at least five hours of Resiliency Education, Civic and Character Education, and Life Skills Education. Florida has a Resiliency initiative to emphasize key character development skills, including volunteerism, teamwork, and problem solving.



View the Resiliency Education Standards by visiting:

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/resiliency/resiliencystandards2305.pdf>

More resources are available in the Resiliency Toolkit. Visit View the Resiliency Education Standards by visiting: [https://www.cpalms.org/standards/resiliency\\_toolkit.aspx](https://www.cpalms.org/standards/resiliency_toolkit.aspx)

## ASCA Resources

While Florida provides three areas of standards and competencies, programming is heavily influenced by the American School Counseling Association Standards. For more information, use the links below.

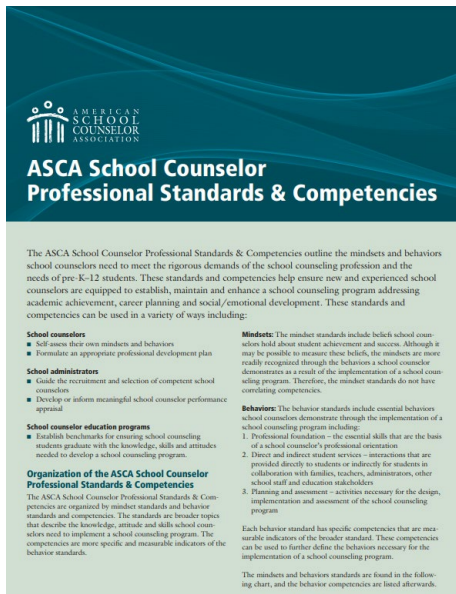
### Student Standards

The ASCA Mindsets and Behaviors for Student Success: K-12 College- and Career- Readiness for Every Student <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>



### School Counselor Standards

Professional Standards: ASCA Ethical Standards for School Counselors <https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>



## **From Guidance to School Counseling**

The Florida School Counseling Framework encourages Florida School Counselors to design programs that teach students the knowledge, skills, competencies, and personal habits that produce well rounded and successful citizens. To support this conceptual shift, the Florida School Counseling Framework supports using the term “School Counselor” instead of “guidance counselor.” School Counselors are professionals who use data to promote equity and support closing the student achievement gap.

## **The Role of the SCPS School Counselor**

SCPS Professional School Counselors deliver a comprehensive program and core curriculum. This plan promotes physical safety, student wellness, attendance, quality faculty-student relationships, social-emotional learning, decreased conduct issues, and planning for career and postsecondary. Emphasizing safety, relationships, and achievement, School Counselors foster the growth of future-ready skills to help students develop their voice in creating goals and educational pathways. School Counselors are advocates for equity and excellence and provide direct and indirect services through a tiered delivery system for ALL students.



# Manage

The school counseling program must be efficiently and effectively managed. The ASCA National Model provides School Counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

## Program Focus:

- ✓ Beliefs
- ✓ Vision
- ✓ Mission

For more information, please visit: <https://www.schoolcounselor.org/getmedia/bd376246-0b4f-413f-b3e0-1b9938f36e68/ANM-executive-summary-4th-ed.pdf>

## Program Focus

### Beliefs



SCPS School Counselors believe in fostering genuine relationships with all stakeholders to benefit our students. We serve a diverse learning organization that operates from a growth mindset through collaboration and exploration. Students and staff learn and accelerate through academic play and discovery to develop their passions and sense of purpose. We believe Seminole County Public School graduates should be prepared to be lifelong learners and productive citizens, and it is our role to ensure the curricular offerings and programs students select are influenced by the demands of our workforce to lead them to meaningful pathways and diplomas.

### Vision

The school counseling vision statement communicates what School Counselors hope to see for students five to 15 years in the future. The central focus of the vision should not be the school counselor or their school counseling program. Instead, the focus needs to present an image of what a student who is served by a comprehensive school counseling program looks like in the future. It aligns with the school and district vision statements and focuses on students to create a picture of success.

### Mission

A mission statement provides the focus, action, and direction to reach the vision. It aligns with the school and district mission statements. The mission statement ensures all students benefit from a school counseling program emphasizing equity, access, safety and accountability, diversity, collaboration, family and community partnerships, success, and long-range results.

### Program Planning

The proper implementation of a comprehensive school counseling program requires thoughtful program planning informed by relevant school data. School Counselors must manage and coordinate the work of various school personnel, parents, and other interested parties in the implementation of the school counseling program. Program planning should consider services from a multi-tiered approach. Tier 1 delivery serves all students proactively moving up to Tier 3 for those who require individualized supports. When planning

programs, School Counselors must also consider how they are addressing academics, life skills and resilience, and career for students with a data-driven approach. See the [MTMDSS Model](#) section of this document for more information.

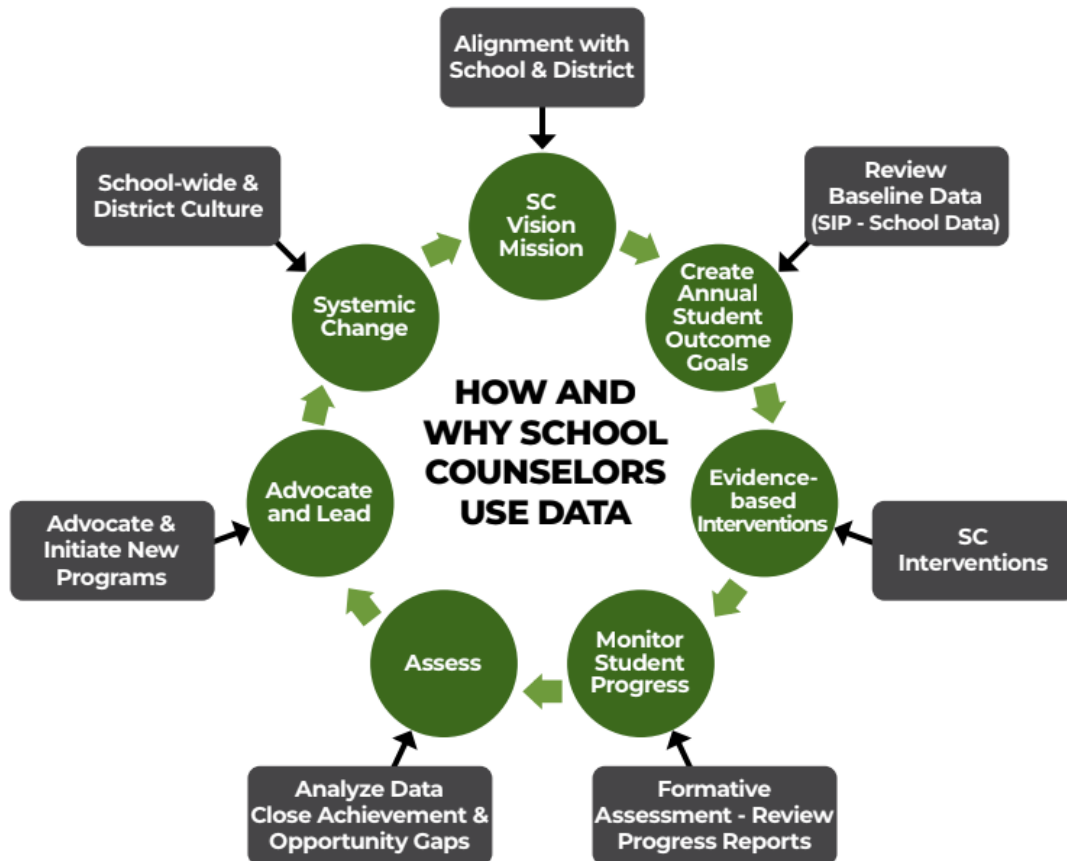
### Data



A data-informed School Counselor consistently reviews school data to reveal trends across grades or years, inequities in student achievement, opportunity, or attainment, and student needs revealed by changes such as school attendance, disciplinary problems, and academic performance. A data-responsive School Counselor determines if school counseling program strategies, School Counselor (SC) interventions, and activities are effective and they make decisions about future practice. School Counselors have access to academic, attendance, and discipline data and are vital members of a school's data team.

The use of data helps School Counselors:

- Monitor student progress
- Identify students who are having difficulties or discipline problems
- Identify barriers to learning
- Understand factors affecting student behavior
- Identify access and equity issues
- Close achievement, opportunity, and attainment gaps
- Assess the effectiveness of school counseling program activities
- Improve, modify, or change services provided to students
- Educate stakeholders about the power of a school counseling program

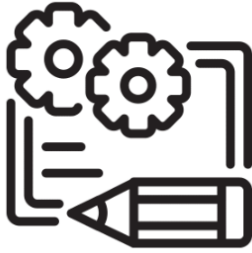


(Young and Kaffenberger, 2018)

## Types of Data



Data can be collected to examine processes, perceptions, or outcomes. The definitions below can be viewed in the article [Types of Data to Measure School Counseling Program Success by Eric C. Dafoe](#).



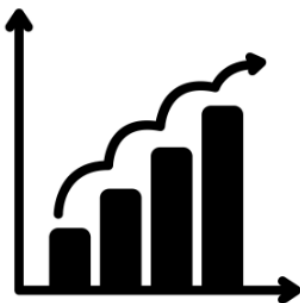
### Process Data

“Process data describes what happened during the intervention and who was impacted. This type of data includes but is not limited to the number of students who participated; when the intervention occurred; and the duration, frequency, and intensity of the intervention. For example, the number of students attending a study skills group, how often the group, and the duration of the meetings.” (Dafoe, 2018)



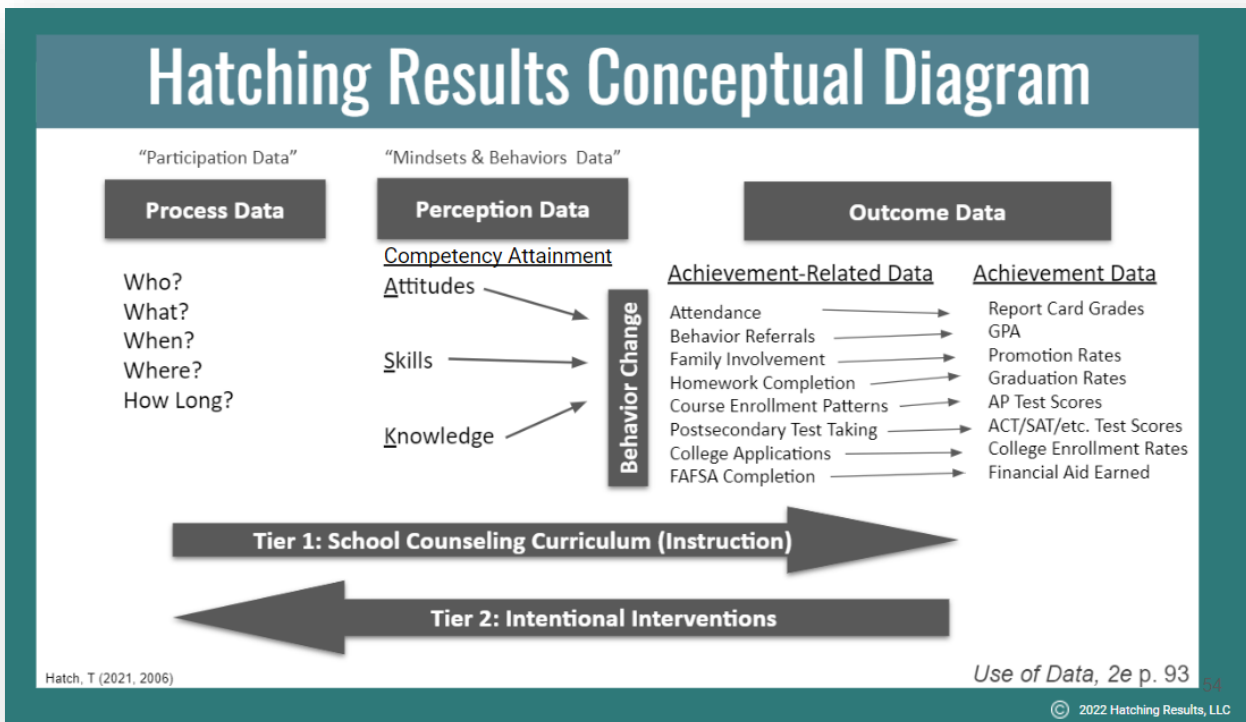
### Perception Data

“Perception data provides answers to how students are different because of the school counselor’s intervention. Best practices for perception data do not focus on whether the student thinks the time spent together was beneficial or enjoyable. The ASCA National Model Implementation Guide identifies robust questions for assessing useful perception data, including “I believe,” “I know” and “I can” type questions, which focus on the attitudes, knowledge and skills that make up the ASCA Mindsets & Behaviors for Student Success. Examples include collecting data before and after the intervention using questions like, “*I believe* my study habits and time spent studying affects my grade on tests,” “*I know* what I need to do to help me do my best on a test” and “*I can* create a plan with steps for what I need to do to do well on tests.” One way to structure perception data is by using a Likert scale.” (Dafoe, 2018)



### Outcome Data

“Outcome data best highlights the results of your intervention because it relates to how the intervention affected identified goals, areas of growth and achievement gaps. This may include attendance numbers, number of students struggling academically, absenteeism in the school or discipline referrals. An example of a measure of outcome data would be the number of students who receive more than one failing grade, then again measuring that number after those students attend a semester-long study skills group. Outcome data is used to assess changes to the data upon finishing the intervention to provide an understanding of the intervention’s impact. This data serves as quantitative support to show student improvement during the intervention, allowing more effective advocacy for the school counseling program.” (Dafoe, 2018)



## Data Considerations

### The Big 5



It is important that schools collect specific information with every discipline referral. This data is often called “The Big 5” and includes the location, time of day, student name, type of infraction, and grade level. Data teams consistently look at “The Big 5” and share the information with staff (at least monthly). “The Big 5” quickly identifies red flags such as a location where a significant number of referrals are occurring, a grade level in need of support, or a type of infraction that needs to be addressed through skill building. This data drives the interventions that are put in place throughout the school.

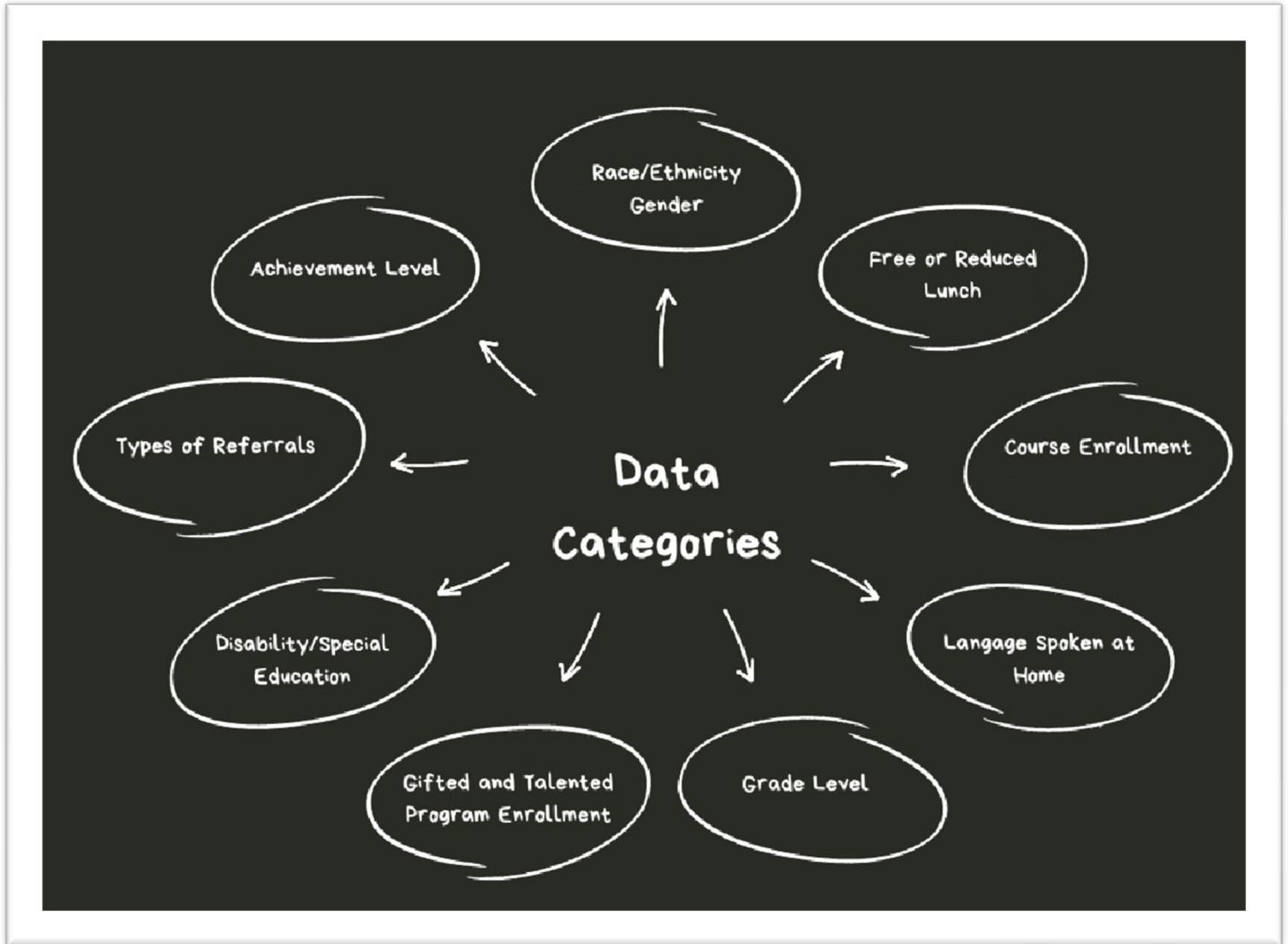




## Disaggregate Data



To ensure that every student achieves high academic standards, it is important to understand data from the entire student body. However, it is even more critical to understand the disaggregated data. When aggregating data, School Counselors separate data by variables to determine if there are any groups of students who are not performing as well as others. Additionally, it is vital to consider who is visible and who is invisible in the data. Although there are many ways to disaggregate data, frequently used categories are in the graphic below.



## ASCA Data Tools

School Counselors may consider utilizing some of the data tools provided by ASCA.

### School Data Summary



A school data summary requires the review of relevant reports and sources such as the School Improvement Plan (SIP), climate surveys, and other data resources. While completing a school data summary, School Counselors will identify sources and how they are working with stakeholders to analyze and review the data to determine interventions. School Counselors find the alignment between school counseling program services and SIP goals to support student achievement. The school data summary also examines the diverse student populations to identify trends. An outcome of the data analysis is a review of effective practices as well as areas of need. As a result, School Counselors prioritize programming to meet the needs of the school population most effectively.



### ASCA School Data Summary Template

To view School Improvement Plans, visit: [https://www.scps.k12.fl.us/schools/school\\_listings](https://www.scps.k12.fl.us/schools/school_listings)

Select the school level, the school, select "School Information," and then "School Improvement Plan."

## Annual Student Outcome Goals



The mark of any effective comprehensive school counseling program is student outcomes. School Counselors must be able to show the outcomes for the time and effort spent creating and implementing programming for students. The way to measure effectiveness is by identifying student outcomes that are linked to programming and creating data-driven goals. The benefit of developing a student outcome goal plan is to see what works and what areas need improvement. This ensures that program planning remains relevant and linked to student success. The process of developing an annual student outcome goal plan is similar to **Deliberate Practice Planning**, which is further explored in the **Assessment** section of this plan. However, the annual student outcome plan requires supplemental data from stakeholders to gain an understanding of factors that may contribute to the problems or issues related to the outcome goal.



ASCA Student Outcome Goals Template

## Action Plans

Creating action plans is an important activity in the implementation of a comprehensive school counseling program. The action plan allows for the measurement of the comprehensive school counseling plan's effectiveness, linking documentation and results to program planning. According to Kuranz and Griffith (2018), the core curriculum action plan is a Tier 1 proactive comprehensive instructional plan that is developmental in its delivery. In addition to action planning, School Counselors encourage to use result reports to perform an evaluation of the delivery of services through the action plans. Program measurement is key to program effectiveness. There may be a need for more targeted interventions that are Tier 2 or Tier 3 in nature to address discrepancies in the school data.

To learn more about action plans, visit <https://www.schoolcounselor.org/newsletters/october-2018/using-action-plans-and-results-reports?st=CO>

### **Classroom and Small Group Responsive Service Action Plan**



Small group responsive service plans use short-term interventions that address the needs of multiple students in a Tier 2 approach. The needs addressed are in the areas of academics, attendance, or behavior. Students receiving services through this type of action plan are identified by a group of stakeholders based on data, such as the Multi-Tiered System of Supports (MTSS) Team. The plan allows for the design and organization of content, provided in a minimum of four sessions to create positive outcomes for students.



[ASCA Classroom and Small Group Results Report Template](#)

### **Closing-the-Gap Action Plan**



The Closing-the-Gap Action Plan is a more intensive process which involves multiple stakeholders to review student data and identify students in need. Action planning centers around the identification and implementation of supportive interventions or strategies to address discrepancies in academics, attendance or behavior. There should be a variety of delivery modes and the plan can focus on more than one student. When creating this type of plan, activities should be tied to one specific SMART goal to address the gap in data.



[ASCA Closing the Gap Action Plan and Results Report Template](#)



## Lesson Plans

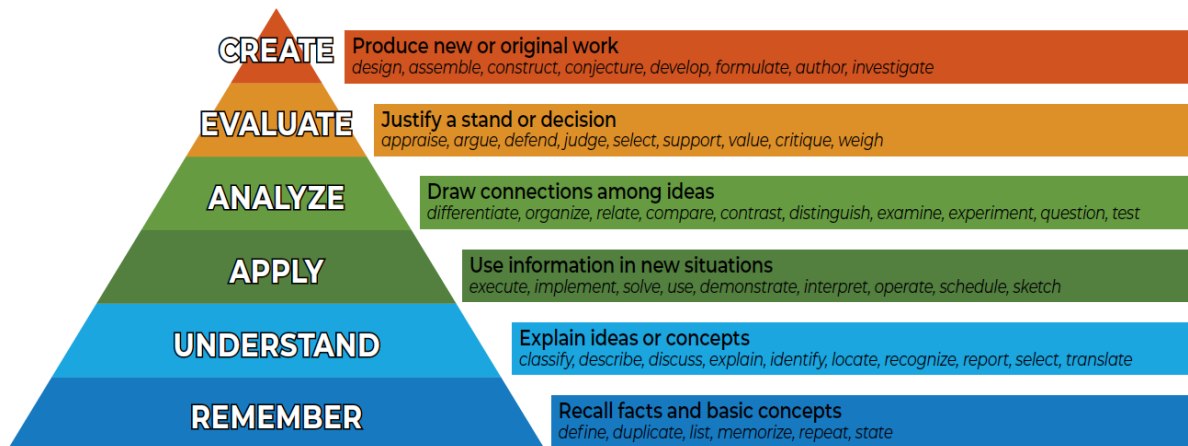


Lesson plans are used to implement developmental, psychoeducational lessons in the classroom related to the data-driven school counseling curriculum. Lesson plans ensure that the curriculum is delivered based on standards and competencies (Dollahide & Saginak, 2017). Lesson plans outline the ASCA Mindsets & Behaviors, learning objectives, curriculum and materials needed to deliver the lesson, procedure/steps, assessment plan, and follow-up plan and identify the level of evidence available regarding the anticipated efficacy of the lesson (ASCA National Model, 2019). The lesson plan template can help School Counselors plan an effective classroom or large-group lesson, and the ASCA Learning Objectives Database provides hundreds of aligned learning objectives (ASCA National Model, 2019).



Lesson Plan Template  
ASCA Learning Objectives Database

## BLOOM'S TAXONOMY



Verbs from Bloom's Taxonomy may be helpful in writing measurable learning objectives.

*It is important to create engaging lesson plans. Here are some strategies that may be helpful.*

### ENGAGING STRATEGIES FOR LESSON PLANNING

- Think-pair-share
- Debate
- Graphic organizers
- Four corners
- Experiment
- Games
- Movement
- Breathing breaks
- Mindful moments
- Songs
- Presentations
- Utilize technology
- Role play
- Popcorn share
- Gallery walk
- Peer tutoring
- Centers
- Poems
- Partner work
- Videos
- Journaling
- Literature

## Classroom Management

The knowledge and use of effective classroom management strategies are imperative to the success of any educational environment, and school counseling is no exception. The development and refinement of these skills can be attained through collaboration with colleagues, professional development, and exploration of a variety of resources available through counselor and teacher professional organizations. Many research-based best practices for classroom management identify strategies that are the same as the keys to establishing a positive school counselor-student relationship and rapport: cooperation, flexibility, knowledge of personal interests, equity, and awareness of student needs and backgrounds. Preparation cannot be overlooked as the foundation for the success of any lesson, program, or session. Although everyone will have their own niche in classroom management, it is important to recognize and employ any district or site-specific approaches to classroom management and behavior interventions in use.

## Administrative Conference



The annual administrative conference is held within the first two months of school between the School Counselor and administrator in charge of the school counseling program. This conference is held to increase the administrator's understanding of a school counseling program and includes information such as program priorities, school counseling program goals aligned with school goals, use of time, caseloads, direct and indirect services, advisory council composition and meeting dates, professional development plans, and the School Counselor's role on committees or other professional work. Utilize the ASCA template to help guide the discussion.



[Annual-Administrative-Conference.docx](#)



## Use of Time



School Counselors monitor and analyze their use of time as a part of their school counseling program. The purpose of this organizational tool is to align the school counseling program with the ASCA National Model's goal of 80% of school counseling time being spent delivering both direct and indirect services. Frequent and regular monitoring of use of time helps to determine if School Counselor time is being spent in appropriate vs. inappropriate activities for School Counselors.

### APPROPRIATE AND INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
<ul style="list-style-type: none"> <li>■ advisement and appraisal for academic planning</li> </ul>	<ul style="list-style-type: none"> <li>■ building the master schedule</li> </ul>
<ul style="list-style-type: none"> <li>■ orientation, coordination and academic advising for new students</li> </ul>	<ul style="list-style-type: none"> <li>■ coordinating paperwork and data entry of all new students</li> </ul>
<ul style="list-style-type: none"> <li>■ interpreting cognitive, aptitude and achievement tests</li> </ul>	<ul style="list-style-type: none"> <li>■ coordinating cognitive, aptitude and achievement testing programs</li> </ul>
<ul style="list-style-type: none"> <li>■ providing counseling to students who are tardy or absent</li> </ul>	<ul style="list-style-type: none"> <li>■ signing excuses for students who are tardy or absent</li> </ul>
<ul style="list-style-type: none"> <li>■ providing counseling to students who have disciplinary problems</li> </ul>	<ul style="list-style-type: none"> <li>■ performing disciplinary actions or assigning discipline consequences</li> </ul>
<ul style="list-style-type: none"> <li>■ providing short-term individual and small- group counseling services to students</li> </ul>	<ul style="list-style-type: none"> <li>■ providing long-term counseling in schools to address psychological disorders</li> </ul>
<ul style="list-style-type: none"> <li>■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data</li> </ul>	<ul style="list-style-type: none"> <li>■ covering classes when teachers are absent or to create teacher planning time</li> </ul>
<ul style="list-style-type: none"> <li>■ interpreting student records</li> </ul>	<ul style="list-style-type: none"> <li>■ maintaining student records</li> </ul>
<ul style="list-style-type: none"> <li>■ analyzing grade-point averages in relationship to achievement</li> </ul>	<ul style="list-style-type: none"> <li>■ computing grade-point averages</li> </ul>
<ul style="list-style-type: none"> <li>■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success</li> </ul>	<ul style="list-style-type: none"> <li>■ supervising classrooms or common areas</li> </ul>
<ul style="list-style-type: none"> <li>■ protecting student records and information per state and federal regulations</li> </ul>	<ul style="list-style-type: none"> <li>■ keeping clerical records</li> </ul>
<ul style="list-style-type: none"> <li>■ consulting with the school principal to identify and resolve student issues, needs and problems</li> </ul>	<ul style="list-style-type: none"> <li>■ assisting with duties in the principal's office</li> </ul>
<ul style="list-style-type: none"> <li>■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary</li> </ul>	<ul style="list-style-type: none"> <li>■ coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards</li> </ul>
<ul style="list-style-type: none"> <li>■ analyzing disaggregated schoolwide and school counseling program data</li> </ul>	<ul style="list-style-type: none"> <li>■ serving as a data entry clerk</li> </ul>

Use of time analysis should be shared annually with administration and stakeholders to support and guide the development of a data driven comprehensive school counseling program.

To learn more about effective school counseling activities, visit [ASCA Appropriate vs. Inappropriate Activities for School Counselors](#)

[ASCA Use of Time Calculator Template](#)

## Calendars

School counselors develop and publish calendars of school counseling events to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held. When distributing and displaying calendars, it is important to distribute in a variety of ways including websites, social media, email, printed calendars posted in multiple areas, etc. to increase their reach to all stakeholders. It is also helpful to translate the calendars into the home languages of students.

Maintaining an organized and accurate calendar is imperative to accurately collect data for services provided by the School Counselor. Additionally, a planned calendar of events keeps the School Counselor on task, whether it be daily appointments/meetings, or annual calendar events. Seminole County Public Schools uses the Outlook email/calendar application.

Booking websites are recommended for allowing others (students, parents, case managers) to schedule meeting times that sync directly to your Outlook calendar. The recommended booking site for SCPS is below.



★ Available through the SCPS Clever Portal  
Office 365 App

It is advised to create a weekly and annual calendar of events as well as individual tasks.

Each school counselor has a **weekly** calendar that includes activities such as:

- Classroom instruction
- Group and individual counseling
- Meetings with students
- Special events
- Collaboration/consultation
- Data analysis
- Committee and fair-share responsibilities

The school counseling program has an **annual** calendar that includes activities such as:

- School counseling classroom instruction
- Back-to-school night
- Open house
- Student/parent/teacher meeting days
- College and career activities and events
- Evening activities provided through the school and the community
- School/Cultural events

★ For templates of weekly and annual calendars, visit  
[https://drive.google.com/drive/folders/1RIWNeI7jZ8QB6Wdo4d89RSUx5gRF8kxh?usp=drive\\_link](https://drive.google.com/drive/folders/1RIWNeI7jZ8QB6Wdo4d89RSUx5gRF8kxh?usp=drive_link)



## Advisory Council



An advisory council is a representative group of stakeholders that meets at least twice a year to review and advise on the implementation of the school counseling program. The school counseling advisory council can be a school counselor's most valuable resource for objective feedback, recommendations, and advocacy.

- Advisory councils assist school counselors by:
- Advising on annual student outcome goals
- Reviewing data
- Making recommendations about the school counseling program
- Advocating and engaging in public relations for the school counseling program
- Advocating for funding and resources

### Creating an Advisory Council

When creating an advisory council, school counselors consider items such as:

- **Purpose:** The advisory council's purpose and function are set in advance of selecting advisory council members.
- **Representation:** Ideally, members of the advisory council reflect the community's diversity and include students, parents, teachers, school counselors, administrators, school board members and business and community members.
- **Size:** Generally, a council between eight and 20 members will create an environment that encourages informed, constructive discussion.
- **Appropriate candidates:** Appointing members with sincere interest that will engage in meaningful conversation is recommended. Officially invite potential members by letter to serve on the advisory council and provide a brief explanation of the council's purpose and the dates and times of all meetings for the year. Also give potential members an opportunity to decline.
- **Chairperson:** An effective chairperson has skills in group facilitation, effective working relationships, and planning and conducting meetings.
- **Membership terms:** Membership terms are typically one to three years. Consider staggering terms so there will always be experienced members on the council.
- **Agenda and minutes:** To ensure effectiveness, each advisory council meeting has a specific agenda and goals to be accomplished.
- **First meeting:** Inform members of the council's purpose, presenting the school counseling program calendar and goals, and share any relevant school data.
- **Final meeting:** Provide a summary of the program impact on students grounded in data. Present and explain results reports for goals. Discuss and solicit recommendations for program improvement.
- **Additional meetings (optional):** As the group forms and develops an identity, agenda topics may naturally arise such as orientation to advisory council, special event planning, or advisement in response to unusual situations.

To see templates for agendas and minutes, visit

[https://drive.google.com/drive/folders/1bvLzWliNoj1BahccB2gGY5tDQUncPkIN?usp=drive\\_link](https://drive.google.com/drive/folders/1bvLzWliNoj1BahccB2gGY5tDQUncPkIN?usp=drive_link)

# Deliver

The deliver component defines the methods school counselors use to provide activities and services to students and for students. This component consists of two broad categories: direct and indirect student services.



## Direct Student Services

Direct services are in-person interactions between school counselors and students. This includes:



- Instruction
- Appraisal and Advisement
- Counseling

### Instruction

Instruction includes teaching the school counseling curriculum to students in classrooms, groups, or individually.

#### Classroom Instruction

School counselors develop lesson plans aligned with the Student Standards. Classroom instruction is often considered a tier 1 support:



#### Examples of classroom instruction include:

- Academic lessons on topics such as study skills, goal setting, long-term planning, self-motivation, and balancing school, home, and activities
- Career lessons on topics such as building self-awareness of skills and interests, exploring careers, and understanding connections between lifestyle and career choices
- Life skills and resiliency lessons on topics such as character, personal responsibility, mentorship and citizenship, and critical thinking and problem solving

### **Large Group Activities**

Classroom instruction may be supplemented with activities involving larger groups of students such as presentations, guest speakers, assemblies, college and career fairs, service-learning projects, school tours, etc. Large group activities are considered a direct student service and part of the comprehensive school counseling program.

### **Small Group Instruction**

School counselors work with small groups of students to provide instruction and activities designed to improve student success. A small group typically includes up to 10 students in a minimum of four group sessions. Although, some research has found that evidence-based group counseling curriculums are usually at least eight group sessions. Small groups are often considered tier 2 supports. Examples of small group instruction include:

- Academic small groups on topics such as study skills, goal-setting, motivational support, or training for peer mentoring and tutoring programs that partner older students with younger students to support specific goals for success
- Career small groups focus on specialized activities for in-depth experiences around specific career interests
- Resiliency and life skills groups on topics such as character, personal responsibility, mentorship, citizenship, critical thinking, problem solving, stress management, self-regulation, overcoming obstacles, or building self-management and social skills

### **Individual Instruction**

School counselors work with individual students to provide additional opportunities for mastery of the Florida Student Standards based on specific needs. Additional time or varied methods may be needed to improve specific student outcomes. Individual instruction is often considered a tier 1 or tier 2 support. Although, if the individual student needs ongoing mental health support, a referral to a mental health counselor is made. Examples of individual instruction include:

- Academic individual instruction helps a student learn skills to manage a period of transition or adapt to changing situations and responsibilities.
- Career individual instruction supports individual students with career research or pursuit of postsecondary options.
- Social and emotional individual instruction helps students learn relationship skills when feeling isolated at school or learning steps for ethical decision-making and social responsibility.

School counseling curriculum for instruction are available at the links provided below.

Elementary School Counseling Resources,

<https://sites.google.com/myscps.us/schoolcounselorconnector/elementary-school-counseling-resources>

Middle School Counseling Resources,

<https://sites.google.com/myscps.us/schoolcounselorconnector/middle-school-counseling-resources>

High School Counseling Resources,

<https://sites.google.com/myscps.us/schoolcounselorconnector/high-school-counseling-resources>

### **Using Student Voice**

Actively engaging students in their learning is a powerful way to impact student achievement. Defined as “student input in their education ranging from input into the instructional topics, the way students learn, the way schools are designed, and more,” student voice is powerful in all areas of instruction (The New Teacher Project, 2018). When planning school counseling instruction, school counselors are encouraged to ask themselves:

- When will students collaborate to problem-solve, devise higher-order questions, contribute to the creation of a product, or otherwise actively grapple with a lesson’s meaning?
- How often are students offered the opportunity to speak at the front of the room, write on the board, or conduct demonstrations on the document camera?
- When are students writing for an audience beyond the classroom?
- Do students have choices regarding the work they are doing?
- If (and in what ways) are students prompted to connect what they’re learning in the classroom to their lives outside of school?

### **School Counseling and Technology**

A technology disparity of experience often exists between adults who were introduced to technology later in life, known as digital immigrants, versus youth who were born after 1980, known as digital natives, who have never known a world without technology. Although many school counselors may identify as digital immigrants, they must remain open to increasing their repertoire of technical skills and online interventions to serve all students. Today, most school counselors use technology in many ways. If used correctly, technology can significantly enhance a comprehensive school counseling program. (Kingsley, 2020)

- Asynchronous communication such as email, messaging, websites, electronic newsletters, blogs, re-recorded classroom instruction through YouTube, Google Classroom, eCampus, etc.
- Synchronously through live-streamed lessons or presentations such as Webex, Zoom, Google Meets, Nearpod, etc.
- Enhancement to classroom, small group, or individual instruction using engaging technology such as Google Slides, Prezi, Canva, etc.
- Quick data collection through Qualtrics, Google Forms, Poll Everywhere, Kahoot, etc.
- Social media networks such as X, Instagram, and Facebook, to engage with school stakeholders such as faculty, students, families, and the community and to communicate about the school counseling program

School counselors must be aware of the ethical and legal considerations associated with technology. The

ASCA Ethical Standards A.14 provides specific guidelines for technical and digital citizenship.



Additionally, always follow school and district rules regarding the use of technology to communicate with students. Additional techniques to incorporate student voice in school counseling instruction include:

- Use student surveys to gain student feedback about classroom and school practices, and use the feedback to make classroom and schoolwide changes
- Create a student school board (and include students in your school counseling advisory council)
- Encourage involvement in student governments and student councils, and work to make the group more inclusive of all types of candidates
- Provide platforms for student journalism
- Implement student-led conferences during parent-teacher conferences
- Use democratic classroom practices for setting expectations and norms

(Pandolpho, 2020) (Benner et al., 2019)



### Evidence-Based Vs. Research-Based Vs. Best Practices

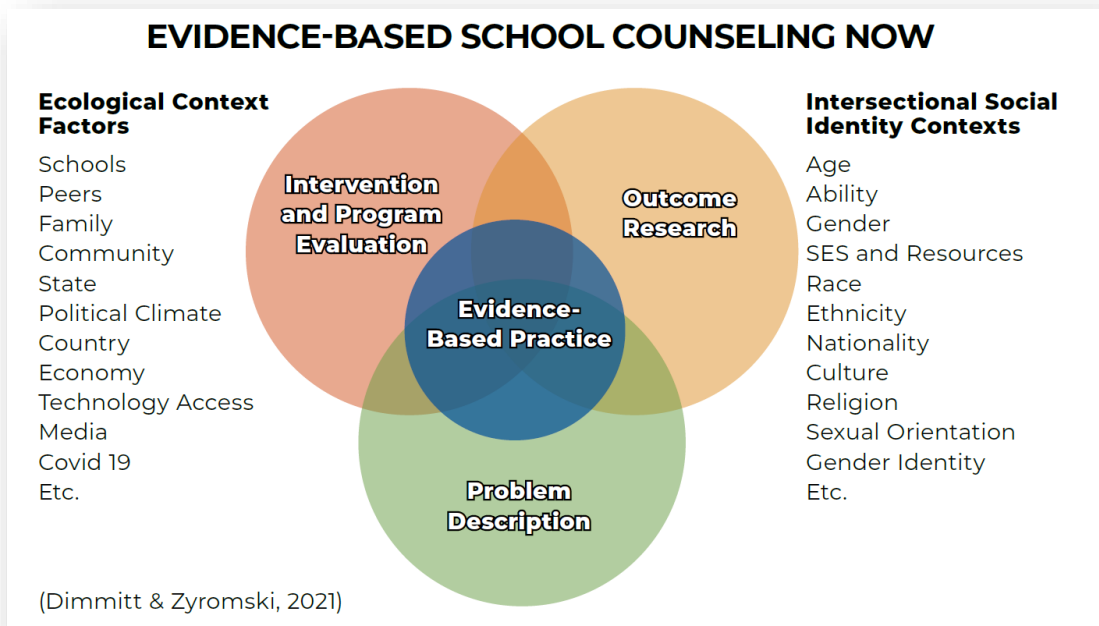
When considering a curriculum or intervention, it is important to consider the proven effectiveness. We often hear these terms interchangeably. However, they have very different meanings. When researching curriculums and programs, it is important to understand the difference between each term (Cottrill-Carlo, 2020).

- Evidence-based means the practice has been determined effective by the scientific method and typically includes multiple peer-reviewed studies. (For example: The Collaborative for Academic, Social and Emotional Learning (CASEL) has created multiple evidence-based programs designed to promote student social and emotional development.)
- Research-based means the practice has elements that have been proven effective through research, but the specific practice has not yet been studied. (For example: A school counselor might implement a research-based intervention linked to the CASEL competencies such as an emotion identification activity that has not yet been studied.)
- Best practices can mean it is a theory-based practice backed by experts in the field, or it can be a phrase used by someone who personally experienced success with the practice. (For example: A school counselor might present at a staff meeting about best practices for classroom management and share many ideas, some that have been researched and some that have not but have worked in the school counselor's experience.)

### Evidence-Based School Counseling



Evidence-based school counseling (EBSC) is an integrated use of data, research, and evaluation of outcomes to make decisions about interventions and programs. EBSC emphasizes using data to make decisions, using evidence-based interventions where possible, and evaluating student outcomes (Zyromski et al., 2019). As school counselors manage and deliver school counseling services, it is vital to include evidence-based practices (EBP). EBPs are defined as strategies, interventions, and ways of working that have research evidence of efficacy (U.S. Department of Education, 2003). EBPs are used widely in education and social service professions (U.S. Department of Education, 2003).






## What Works Clearinghouse



The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. WWC's goal is to provide educators with the information needed to make evidence-based decisions. WWC focuses on the results from high-quality research to answer the question "What works in education?" WWC includes evidence-based interventions (EBI) that use reliable and valid measures with research rigor such as randomized control trials or quasi-experimental studies.

### The WWC Rating System

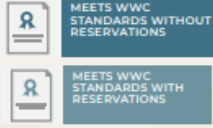



Certified reviewers give every eligible study they review one of three possible ratings based on the study's design:

Rating	Description
	<b>Meets WWC Design Standards Without Reservations.</b> Studies receiving this rating provide the highest degree of confidence that the intervention caused the observed effect.
	<b>Meets WWC Design Standards With Reservations.</b> Studies receiving this rating provide a lower degree of confidence that the intervention caused the observed effect.
	<b>Does Not Meet WWC Design Standards.</b> Studies receiving this rating do not provide sufficient evidence that the intervention caused the effect.

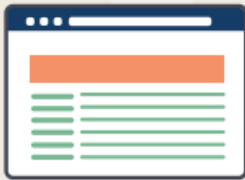
  

### How to Use the Review of Individual Studies Page

The [Review of Individual Studies](#) page allows you to search for studies to answer your questions and guide your decisions. To find relevant studies, use one or more of the different drop-down lists to narrow the list of studies to meet your needs:

- Ratings:** Use the **Ratings** drop-down list to filter studies based on WWC Review Standards (e.g., Meets Standards Without Reservations).  

- Topics:** Choose the **Topics** drop-down list to filter studies based on the content area of the study (e.g., Literacy).  

- Designs:** Select the **Designs** drop-down list to filter for a particular research design (e.g., Randomized Controlled Trial).  

- ESSA Ratings:** Use the **ESSA Ratings** drop-down list to filter studies to indicate those that meet ESSA Tier 1 or Tier 2.  


You can also enter keywords or phrases into the search box below the drop-down lists. Finally, you can narrow the list to only those studies that show **at least one statistically significant positive finding**.



The [lesson plan template](#) asks school counselors to identify an evidence base for each lesson. By identifying the level of evidence available, the school counselor can anticipate the efficacy of the lesson. While not all lessons have to be evidence-based, it is important to work toward utilizing evidence-based lessons to ensure positive student outcomes.

## Appraisal And Advisement



Appraisal is the process where school counselors work with students to analyze and assess their abilities, interests, skills, and achievement. A common example of appraisal is the analysis of a completed interest inventory to inform the student's selection of a career pathway.

Advisement is the process through which school counselors make recommendations based on appraisal of tests, inventories, and other data to help students make decisions for their future. It serves to inspire students to realize their maximum potential.



**WHAT'S  
^  
YOUR**



**WHAT'S  
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YOUR**



**Employment**

**WHAT'S  
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YOUR**



**Enlistment**

**WHAT'S  
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YOUR**



**Enrollment**

Seminole County Public Schools (SCPS) created ePathways as a symbol of its commitment that high school graduates will leave our district with meaningful diplomas and a clear pathway to high-demand, high-wage employment. SCPS graduates will have both a broad understanding of careers and enough exploration of specific interests to have a clear plan for their future. Recognizing the exploration of a student's "e" at every level, K-12, is the goal of ePathways. Whether it's through enrollment, employment, or enlistment, ePathways is a symbol of our commitment to encourage all students to explore multiple paths and interests throughout their education to build a foundation to a clearer plan for their future.

### ***Building College and Career Interest Early***



College and career exploration in classroom and small group instruction can begin in elementary school and continue throughout a student's PK-12 education. In elementary school, exposure to careers is important. In middle school, students are required to complete a career plan, which is accomplished through the Learning Pathways curriculum. School Counselors are encouraged to partner with Career and Technical Education teachers on lessons in Learning Pathways to enhance the student experience. While it is not expected that young students choose a college or career path, building interest and exploration of opportunities is vital.

College and career exploration can also help build motivation if young students lack a desire to attend and put forth effort in school. Self-directed interest inventories can be used with students of all ages beginning in kindergarten (there are free state sponsored tools and resources). Additionally, introducing caregivers to concepts related to interest inventories and college and career readiness can plant seeds that make a big difference as the student progresses through school. Ideas of how to build college and career interest early include:

- Host a career exploration gallery walk
- Partner with a local career technical education (CTE) programs
- Invite individuals from a wide variety of careers (including current CTE students) to share experiences
- Introduce Holland's Six Vocational Personality Types and how specific careers fit into the categories
- Use a research-based personality test to help students better understand themselves
- Collaborate with teachers and library media specialists on research projects that involve students researching careers, training or education needed, skills needed, costs, etc.

(School, 2020)

Beginning early leads to high school students having a firm foundation as they work with their School Counselor to edit their career plans, appraise credits earned, and receive advisement to inform course selection and postsecondary planning.

To learn more about What's Your e? visit <https://www.scps.k12.fl.us/district/departments/epathways>



## Counseling



Counseling is the professional assistance and support provided to a student or small group of students during times of transition, heightened stress, critical change, or other situations impeding student success. It is short-term and based on counseling theories and techniques that are effective in a school setting to promote academic, career, and life skills development.



Florida law (CS/CS/HB 1557 – Parental Rights in Education) reinforces a parent’s fundamental right to make decisions regarding the care and upbringing of his or her child in the public school setting. The bill requires each district school board to adopt procedures for notifying a student’s parent if there is a change in services or monitoring related to the student’s mental, emotional, or physical health or well-being. All procedures adopted under the bill require school district personnel to encourage a student to discuss issues related to his or her well-being with his or her parent.

When providing small group or individual counseling that is a change in service, make sure to obtain consent from the caregivers responsible for making educational decisions for the student.

The Seminole County Public Schools School Counseling Consent Form is available by visiting, [https://drive.google.com/drive/folders/1p2gfkqkpv\\_ccig75i7fskltu-ehqc0mj](https://drive.google.com/drive/folders/1p2gfkqkpv_ccig75i7fskltu-ehqc0mj)

### Case Notes

Caregivers have a federal right to see anything a school counselor writes down or records that refers to their child, it is best to keep notes in a way the school would be comfortable with a parent reading. School counselors are encouraged to consult with their administrators and district leadership for district-specific protocols regarding case notes.

### Mental Health Referrals



While counseling is a direct student service that school counselors provide to students, there are times that a student needs ongoing, intensive mental health counseling. That is when the indirect student service of making a referral would be necessary. School counselors do not provide long-term mental health services to students.

## The School Counselors’ Role in the SCPS Mental Health Plan

### Tier 1

School Counselors are assigned to schools based on student numbers and learning community need. The training School Counselors receive in mental health cover topics such as suicide prevention, Youth Mental Health First Aid (YMHFA), and Question Persuade Refer/Treat (QPR/QPRT). The School Counselor provides Tier 1 services working proactively with students through social emotional learning classroom lessons, and hosting workshops for parents and students addressing topics such as but not limited to adjustment, stress, and help seeking attitudes. In addition, School Counselors complete the enrollment residency form to determine family physical needs and make referrals to Families In Need (FIN) and the school social worker.

### Tier 2

School Counselors address student mental health concerns through a process of referral and identification generated by school administrators, faculty and staff, self/peer, parents, guardians, or a community-based care provider. When a referral is made, School Counselors will collect quantitative data (e.g., attendance, grades, and/or number of referrals), qualitative data (e.g. student interview, or observation), and administer screeners to determine student satisfaction with life and sense of belonging to the school community.

### **Tier 3**

School Counselors do not provide Tier 3 direct services, but provide indirect services through referral to Social Workers, School Psychologist, the Behavior Support Team, District Mental Health Counselors, or outside referrals.

The SCPS District Mental Health Plan may be viewed at [https://cdns5-ss20.sharpschool.com/UserFiles/Servers/Server\\_1854025/File/District/Departments/Student%20Support%20Services/Mental%20Health/SCPS-MH-Plan-2021-2022-6-1-2021.pdf](https://cdns5-ss20.sharpschool.com/UserFiles/Servers/Server_1854025/File/District/Departments/Student%20Support%20Services/Mental%20Health/SCPS-MH-Plan-2021-2022-6-1-2021.pdf)

Other mental health resources are available by visiting <https://www.scps.k12.fl.us/cms/one.aspx?portalId=1854109&pageId=2184522>



### **Crisis Response**



School counselors work with administrators, teachers, other school staff, families, and community members to provide support during all five stages of crisis management (prevention, protection, mitigation, response, and recovery). Specifically in crisis response, counselors provide immediate and follow-up intervention to meet urgent needs and prevent situations from becoming more severe. School crisis management provides leadership and organization to crisis situations and supplements the direct student service of counseling or other functions with an incident command system initiated during crisis response.

School counselors are not meant to address crisis response alone. Instead, the school counselor is a vital member of the crisis team, and if appointed the threat assessment team. A crisis team is a multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response, and recovery. Crisis team members often include someone from the administrative leadership, school psychologists, school counselors, school social workers, school nurses, resource police officers, and others including support staff and/or teachers. These professionals have been specifically trained in areas of crisis preparedness and take a leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols. They may provide mental health services for effective crisis interventions and recovery supports. Crisis team members who are mental health professionals may provide crisis intervention and services.

The SCPS Suicide Prevention Plan and Risk Assessment Resources are available by visiting [https://drive.google.com/drive/folders/1Q0aPvZwZGRTPnChQyFQZca5IE0oGcxTS?usp=drive\\_link](https://drive.google.com/drive/folders/1Q0aPvZwZGRTPnChQyFQZca5IE0oGcxTS?usp=drive_link)

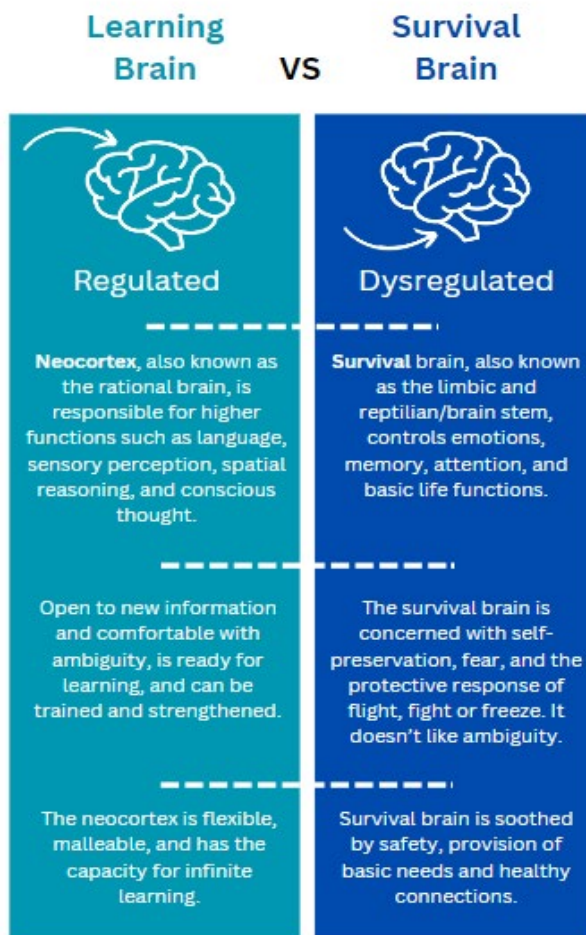
## School Counseling and the Conditions for Learning



Seminole County Public Schools is an academic institution comprised of students who succeed when conditions for learning are optimized. We have identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning, and student conduct.

School counselors need a set of skills enabling one to know, understand and value the similarities and differences in people and modify one's behavior to be most effective and respectful of students and families, and to deliver programs that fit the needs of all students. It is an educator's job to ensure that classroom instruction centers on the true greatness our students possess. They deserve a quality, rigorous public education that can connect academic learning to their lives, passions, and struggles outside of school. School counselors can provide classroom instruction aligned with the student standards and required instruction for Florida.

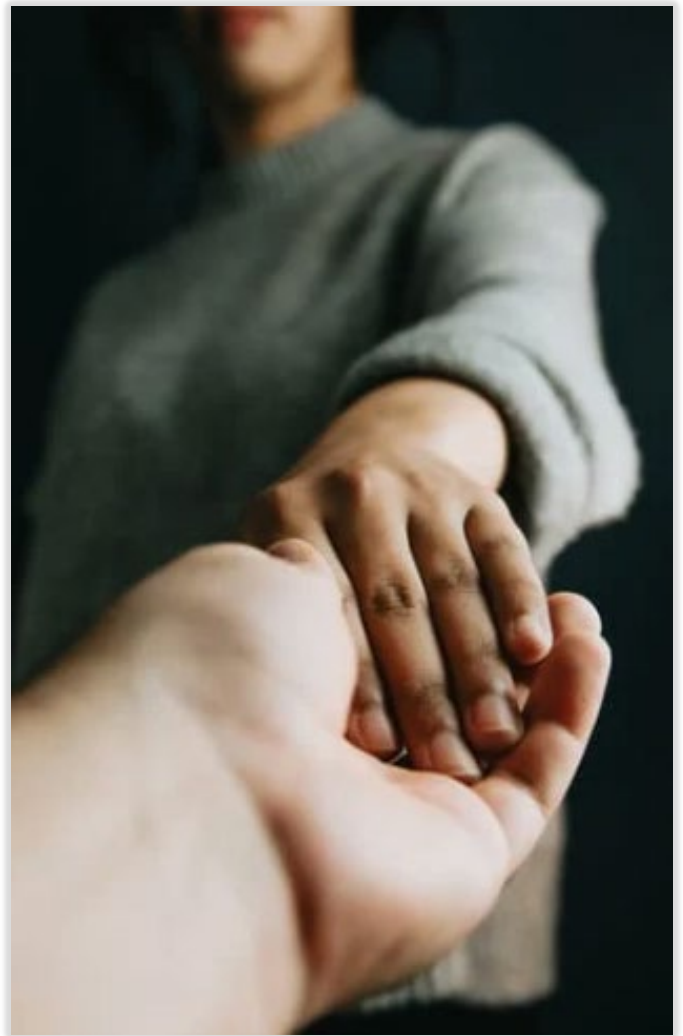
## UNDERSTANDING STUDENTS' MINDSET



Ham, J. 2017  
"Help for Billy," Forbes, H. 2012

A TRAUMA-INFORMED APPROACH ESTABLISHES THE CONDITIONS FOR LEARNING AND SHOULD BE A SYSTEMS FRAMEWORK, INTEGRATED WITH EXISTING EVIDENCE-BASED PRACTICES. SCHOOL COUNSELORS CAN BE A PART OF THE LEADERSHIP TEAM THAT WORKS TO APPLY TRAUMA-INFORMED PRACTICES IN A MULTITIERED SYSTEM OF SUPPORT CONSISTING OF STAKEHOLDERS SEEKING KNOWLEDGE ON ACES AND TRAUMA TO BECOME TRAUMA AWARE; INTEGRATING TRAUMA-INFORMED PRINCIPLES INTO MULTI-TIERED BEHAVIORAL SUPPORTS; AND MAINTAINING A TRAUMA RESPONSIVE SCHOOL SYSTEM THAT ENGAGES IN RESTORATIVE PRACTICES, SAFE RELATIONSHIPS, AND BUILDS RESILIENCE.

Physical safety and wellness can be impacted by trauma. Trauma refers to an event, series of events, or circumstances experienced by an individual as physically or emotionally harmful or perceived as life-threatening; it can overwhelm the person's ability to cope and have lasting adverse effects (SAMHSA, 2014). Adverse Childhood Experiences (ACEs) refers to traumatic events occurring in a person's life before the age of 18. Events are categorized by household challenges, abuse, or neglect.



## TRAUMA-INFORMED LANGUAGE

### OUR WORDS MATTER

INSTEAD OF SAYING...	TRY SAYING...
THEY ARE BEHAVING BADLY.	THEY ARE HANDLING SOMETHING DIFFICULT.
WHAT IS WRONG WITH THEM?	WHAT HAPPENED TO THEM?
THEY ARE BAD KIDS.	THEY ARE DOING THE BEST THEY CAN.
THEY ARE ATTENTION-SEEKING.	THEY ARE CONNECTION-SEEKING.

Repeated exposure to traumatic stress can affect the developing brain and nervous system. Childhood trauma and ACEs are toxic to the brain's building process and disrupt physiological and psychological development. This can lead to lasting health, behavioral, and potential life effects such as obesity, heart disease, smoking, depression, suicide attempts, alcoholism, substance use, and loss in academic or work achievements (CDC, 2019).

#### **Trauma-informed language**



The words educators use with students who have experienced trauma is more than

semantics. Language can either shame a child, or language can give the child an opportunity to learn, grow, and change behavior. Additionally, person-first language emphasizes the individuality, equality and dignity of all people. Instead of describing a student as "disabled," describe them as "having a disability" or instead of describing a student as "traumatized" describe them as "having experienced trauma" or instead of describing a student as a "tier 3 student" describe them as "in need of tier 3 supports."



### Prioritizing Student Relationships



The conditions for learning also highlight the student-educator relationship. Positive relationships are built on trust and listening.

Agreed upon expectations, genuineness, unconditional positive regard, and empathy provide a strong foundation for trust to be built. Additionally, trust increases when a school counselor shares a part of themselves with the student.

Active listening is listening to what is said and not said, including nonverbals and body language, and is an important part of relationship building. Students can easily identify when a school counselor is distracted or thinking of what they are going to say next instead of genuinely listening to the student. Research shows that when children have strong relationships with caring adults, they are more likely to be engaged at school and more motivated to succeed academically. The same research found that meaningful relationships share five critical aspects that help students thrive: showing students adults care about them, challenging them to become their best selves while providing ongoing support, sharing power, showing respect, and expanding their sense of possibilities and opportunities (Search Institute, 2020).

The bottom line is nothing has more impact in the life of a child than positive relationships, yet two-thirds of students don't feel like they have a supportive adult in their school (Brackett, 2019). As psychologist Urie Bronfenbrenner states, "every child needs at least one adult who is irrationally crazy about him or her." School counselors are equipped to be that person.

“  
We think we listen, but very rarely do we listen with real understanding, true empathy. Yet listening, of this very special kind, is one of the most potent forces for change that I know.  
—  
CARL ROGERS



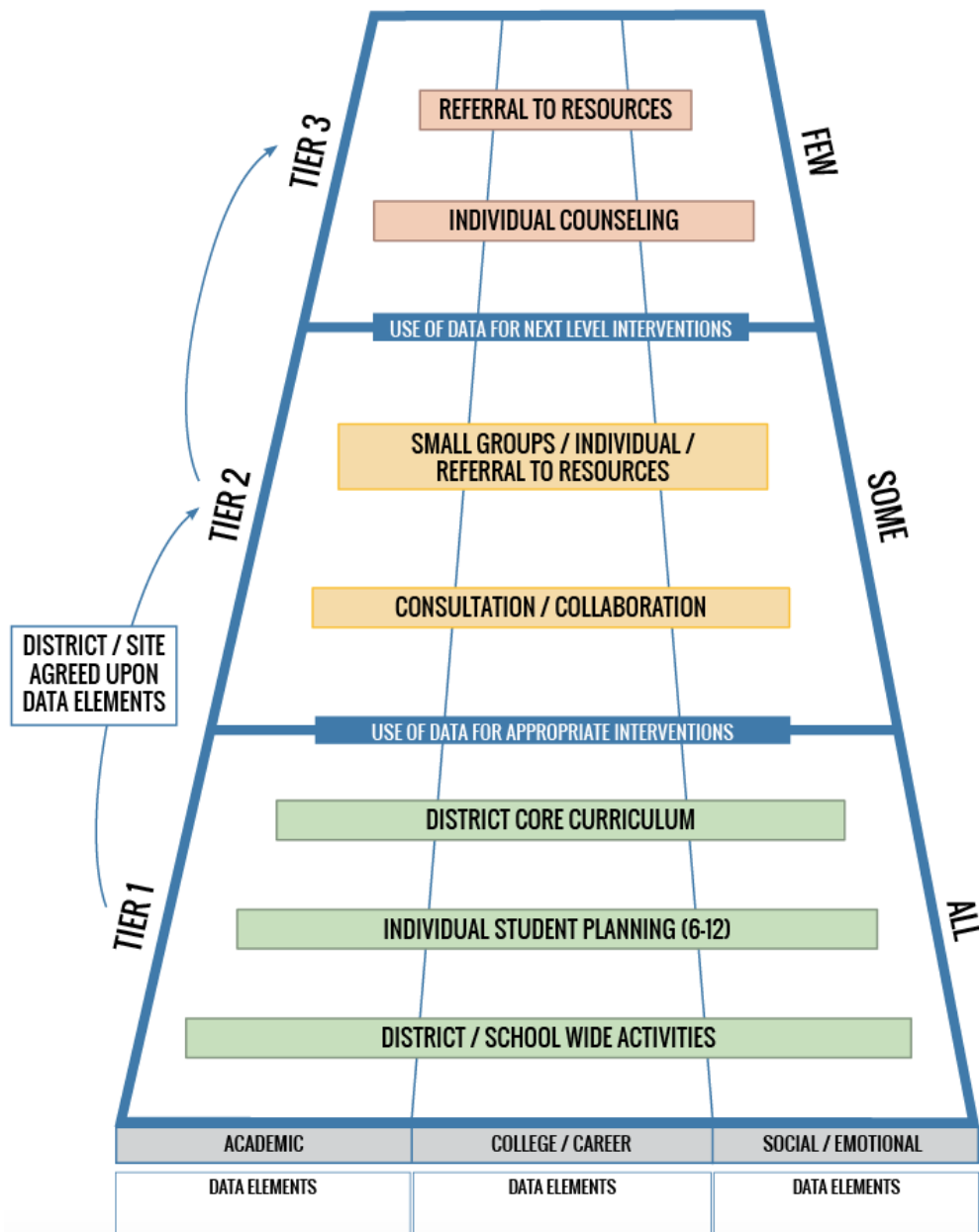
## SCPS Professional School Counseling MTMDSS Model



To ensure that the comprehensive school counseling program meets the needs of ALL students, the Florida School Counseling Framework also highlights the need for services to be delivered as a system of tiered interventions among all domains. This tiered intervention system should use data to identify, assess, and evaluate student growth as a result of the services provided. Tiered interventions are provided through the Multi-Tiered, Multi-Domain System of Supports (MTMDSS) Model.

### What is MTMDSS?

Multi-Tiered, Multi-Domain System of Supports is a school counseling program planning and delivery model that addresses the needs of all students' academic and behavioral needs in a data-driven manner. The MTMDSS model addresses the needs of students in three domains: academic, college/career, and social/emotional.



### **Tier 1 (Universal-100% of students)**

Tier 1 supports are provided to all students and at the core of the program. At the Tier 1 level students are able to access programs and services at their school during the academic day. Services are delivered in large group assemblies (i.e. orientations), classroom lessons, and individual meetings (i.e. middle and high school planning meetings). 80% of Tier 1 interventions are practiced county-wide, with 20% being school based decisions based on more specific data-driven needs.

### **Tier 2 (Some-20% of students)**

Tier 2 services are provided to students that need more intensive support than Tier 1 interventions. Students may need specific support to ensure they are benefitting from the comprehensive programming available to all students. Students needing Tier 2 interventions can also be identified by referrals. Services may be presented in smaller groups with a specific targeted audience as evidenced by data. Examples of students identified for more intensive support may come from: Advanced Opportunities students, Transition students, attendance rates, grades, and discipline data.

### **Tier 3 (Intensive-5-10% of students)**

Tier 3 supports are provided to individual students to ensure needs are met. Tier 3 supports are not meant to be long in duration, but more situational to bring students to a place of stability in any given area. Tier 3 interventions should be short-term and solution focused counseling. If students do not respond to intervention at the Tier 3 level outside referral may be necessary. Examples of students needing Tier 3 interventions are: homelessness, death of a family member, and imprisonment of a family member.

Students who do not show proficiency in mastering the skills taught to them, will receive extra interventions to support them. The counselor will be responsible for putting interventions in place and facilitating this process. If students receiving support in Tier 2 are not successful, they will move to Tier 3. After spending time in Tier 3 and showing improvement, students will work their way back to Tier 1.

To learn more about MTMDSS view the Hatching Results Resources by visiting [https://drive.google.com/drive/folders/17ceE49hGoCAIEo5bEcoT7F1Pm-N0ass7?usp=drive\\_link](https://drive.google.com/drive/folders/17ceE49hGoCAIEo5bEcoT7F1Pm-N0ass7?usp=drive_link)

### **Creating A Safe and Accountable School Environment**

Creating a safe and accountable school environment must be a prerequisite to student learning. To help create a safe and accountable school environment, school counselors can:

- Have a constant and visible presence throughout the school. Make sure students know how to contact the school counselor. If a student knows the school counselor is available and willing to help, the student is more likely to share when there is a safety concern.
- Proactively reach out to students who are having difficulties. Use data to determine students with a high number of absences, behavior referrals, or a change in academic performance. Use observation data to identify students who appear socially isolated or have shown a change in mood or affect.
- Trust students' reports of unsafe behaviors. When students feel as though their reports are not taken seriously, they stop making the report. This negatively impacts school climate, accountability, and safety.
- Work with administrators and school leadership or MTSS teams to foster a safe school environment that is tailored to the school's unique needs. This might include professional development, parent outreach, crisis intervention, collaboration and consultation, and referrals to community agencies.
- Give students and caregivers the opportunity to share (both anonymous or named) their experiences and their ideas to create a safer, more accountable school environment.

(Bray, 2016)

## **Safe and Accountable Spaces for Critical Conversations**



When school counselors provide student services, it is important that they provide both a safe and accountable space for open and accepting conversation and a literal safe space for students.

Unconditional positive regard shows students that they are honored and respected for who they are.

Within safe spaces, critical conversations emerge. Literal and conversational safe and accountable spaces value all.

Florida law (CS/CS/HB 1557 – Parental Rights in Education) reinforces a parent’s fundamental right to make decisions regarding the care and upbringing of his or her child in the public school setting. The bill requires each district school board to adopt procedures for notifying a student’s parent if there is a change in services or monitoring related to the student’s mental, emotional, or physical health or well-being. All procedures adopted under the bill require school district personnel to encourage a student to discuss issues related to his or her well-being with his or her parent. School Counselors help students as they provide a safe space in this process.

Remember, School Counselors are mandated reporters. If you suspect abuse, make a report to 1-800-96ABUSE (1-800-962.2873)

For More Resources or 24-Hour Counseling, Dial 211 or Text zip code to 898-211

Speak Out Hotline, 24-hours a day, 7 days a week to share encourages students, parents, or community members to call with information concerning issues of school safety or security. Official hotline of Seminole County Public Schools. Callers do not receive reward. Reporting at [www.speakouthotline.org](http://www.speakouthotline.org)

## **PBIS Schoolwide Behavior Expectations**

Often considered a tier 1 support, schools teach schoolwide, culturally sustaining behavioral expectations. Schoolwide expectations provide a common language for the behaviors expected, specifically in common areas such as the dining hall, recess, restrooms, and hallways. Expectations represent the culture of the school and be applied in a culturally appropriate way. For example, school teams must work with students, caregivers, and the community to define expectations such as “respect” because it could look different from culture to culture. Expectations are often positively reinforced through acknowledgment.

Schoolwide expectations can be shared with caregivers at least once per year. If possible, schools provide expectations in the family’s home language. Schools can also create home expectations so that caregivers can utilize the common language at home as well.

In addition to student expectations, adult expectations can also be created to be used during professional development, meetings, and throughout the school. Utilizing adult behavioral expectations can help set meeting norms, create an environment where all opinions are valued, and model behavioral expectations to the students. (Goodman-Scott et al., 2020)

## **Student Behavior Management**

Disruptive behavior is a significant challenge in the school environment. School counselors are uniquely qualified through specialized training to serve as a model, consultant, and student advocate in the prevention and deescalation of student behaviors to create safe school environments. School counselors utilize their training to identify coping strategies and teach deescalation skills. By utilizing research-based strategies and philosophies such as PBIS, school counselors can coordinate and facilitate school-wide intervention plans. It is not the school counselor’s role to penalize or dole out disciplinary actions or intervene in each occurrence of



student behavior in schools. School counselors may provide positive support and prevention programs for students and work with staff to develop appropriate interventions to minimize behavior escalation. Modeling relational interactions and interventions contributes to the success of a behavior intervention program.

Commonly used best practices, research-based, and evidence-based behavior interventions can be found by visiting, <https://sites.google.com/myscps.us/schoolcounselorconnector/student-support-services/mtss>

## Indirect Services

Indirect services are services provided on behalf of students as a result of the school counselor's interactions with others. This includes:

- Consultation
- Collaboration
- Referrals

### Consultation



Consultation is the process of providing information, opinions, and recommendations to individuals who can support a student's need or seeking information from an expert about student needs. School counselors both provide and seek consultation.

School counselors, as experts in academic achievement, college and career access, and social and emotional development, share strategies that support student success with families, teachers, other educators, and community organizations through consultation. School counselors serve as student advocates to promote student success through consultation. School counselors also use consultation to seek information on student needs and to identify strategies promoting improvement in achievement, attendance, and discipline. School counselors may consult with educational, legal, and mental health experts to inform decisions and design strategies to promote student success.

### Collaboration

Collaboration is the process in which multiple individuals work toward a common goal and share responsibility for the associated tasks. School counselors collaborate with families, administrators, teachers, school staff, businesses, and community organizations.

### Collaborative Student Support

SCPS schools implement and utilize MTSS intervention teams, Professional Learning Communities (PLC), Student Study Teams (SST), or other similar teams of educators to track student progress towards academic and behavioral goals. School counselors often have an important role on these teams. As team members, school counselors collaborate with administrators, teachers, other school professionals, community agencies and families to meet the needs of the whole child. Additionally, school counselors can serve in roles of supporter and intervener. In the supporting role, the school counselor may provide indirect student service by presenting data or serving as a consultant to a student support team. In the intervener role, the school counselor may provide direct student services such as instruction, small group, or individual counseling.

For more information about Student Support Services, visit <https://sites.google.com/myscps.us/schoolcounselorconnector/student-support-services>



### **Collaborative Partnerships with the Community**



Establishing partnerships with community members and organizations strengthen the school, the school counseling program, and the community. Businesses in the community may partner with the school to provide mentorship opportunities, internships for students, facilitate skill development with specialized training opportunities or solidify community growth through school-to-work initiatives.



### **Collaborative Partnerships with Caregivers**



School counselors are uniquely situated to collaborate with caregivers to help meet the individualized needs of the whole child. Typically, students have a teacher for one year, yet the student may be with the same school counselor for many years. Because of this unique relationship, caregivers often place their trust in school counselors. Additionally, school counselors consider that many caregivers may have had negative experiences with an educational system. Because of this, it is the school's job to work to build positive relationships.

Additionally, Florida law (CS/CS/HB 1557 – Parental Rights in Education) reinforces a parent's fundamental right to make decisions regarding the care and upbringing of his or her child in the public school setting. The bill requires each district school board to adopt procedures for notifying a student's parent if there is a change in services or monitoring related to the student's mental, emotional, or physical health or well-being. All procedures adopted under the bill require school district personnel to encourage a student to discuss issues related to his or her well-being with his or her parent. To facilitate services, School Counselors must establish a trusting relationship with caregivers.

This is likely to take time and patience, but it is imperative to student success. Caregiver collaboration is ongoing and includes communication about the school counseling program activities, providing support and resources, facilitating workshops, etc. Research has shown that school-family-community partnerships enhance academic achievement, improve attendance, promote career development, improve school climate, and foster student resilience.

### **School-Based Mental Health Professionals**

Federal law, according to Every Student Succeeds Act (ESSA) Sec. 4102, defines a school based mental health services provider as “a state-licensed or state-certified school counselor, school psychologist, school social worker, or other state-licensed or certified mental health professional qualified under state law to provide mental health services to children and adolescents.” In SCPS, school counselors work alongside other mental health service providers. It is imperative that school counselors collaborate with other school-based mental health professionals to meet the needs of all students. To learn more about mental health services, visit the [Counseling](#) section of the district comprehensive plan.

### **Referrals**

Referrals occur when students’ needs extend beyond the training and/or responsibilities of the school counseling role. When a student needs support beyond short-term services or counseling, it is a school counselors’ ethical duty to refer students and parents to school or community resources for additional assistance or information.

### **District**

SCPS provides a host of services through social workers, mental health counselors and other professionals in support roles. The Mental Health and Substance Abuse Decision Tree for Services may be used to determine if a referral is needed. School counselors use Intervention Dashboard for district referrals. The dashboard can be used to make referrals for attendance, basic needs, behaviors, and mental health. To access the Intervention Dashboard Guidelines, use the link provided.

Mental Health and Substance Abuse Decision Tree for Services may be viewed at [https://drive.google.com/drive/folders/1EnVzqvxbGXYIwtvUIHFBThhrrd\\_nrR1K](https://drive.google.com/drive/folders/1EnVzqvxbGXYIwtvUIHFBThhrrd_nrR1K)

Intervention Dashboard Guidelines may be viewed at [https://drive.google.com/file/d/121WjY7D10NO-pUY6kr-oWM5obP6cZxkm/view?usp=drive\\_link](https://drive.google.com/file/d/121WjY7D10NO-pUY6kr-oWM5obP6cZxkm/view?usp=drive_link)

### **Community**

Despite all the services provided in the district, there are times when community referrals are appropriate. When making a community referral, it should also be reported in the SCPS Intervention Dashboard. To view community agencies, use the link provided.

The Resource Guide, A project of the Seminole County Child Abuse Prevention Task Force [https://cdnsm5-ss20.sharpschool.com/UserFiles/Servers/Server\\_1854025/File/Parents/Resources/ResourceDirectory.pdf](https://cdnsm5-ss20.sharpschool.com/UserFiles/Servers/Server_1854025/File/Parents/Resources/ResourceDirectory.pdf)

If an agency wants to provide services to students on the school campus, they must receive approval from the school district. School counselors may provide the Agency Agreement form to organizations seeking approval.

The Agency Approval Form may be viewed at [https://docs.google.com/document/d/1fjdHaGkIP-hA031b-wejiJV\\_uBvof5p/edit](https://docs.google.com/document/d/1fjdHaGkIP-hA031b-wejiJV_uBvof5p/edit)

## Virtual School Counseling



The ASCA Virtual School Counseling position statement asserts that school counselors working in a virtual setting provide a school counseling program using technology and virtual/online/e-learning counseling with the same standards and adherence to ethics as school counselors working in traditional school settings.

School counselors work collaboratively with all stakeholders to ensure equity, access, and success of all students whether virtual school counseling is offered synchronously or asynchronously.

School counselors working with students in a virtual setting should:

- Adhere to the same ethical guidelines in a virtual setting as school counselors in a face-to-face setting
- Recognize and acknowledge the challenges and limitations of virtual school counseling
- Implement procedures for students to follow in both emergency and non-emergency situations when the school counselor is not available
- Recognize and mitigate the limitation of virtual school counselor confidentiality, which may include unintended viewers or recipients
- Inform both the student and caregiver of the benefits and limitations of virtual counseling
- Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship
- Educate students about appropriate conduct in the online setting and using digital literacy as a tool
- Incorporate lessons that align with academic, career, and social and emotional domains ASCA provides many virtual school counseling resources including toolkits for each level.



## Non-School Counseling Duties

Non-school counseling duties are often times unavoidable. Administrators are encouraged to eliminate or reassign inappropriate tasks, allowing school counselors to focus on the prevention and intervention needs of their program. The table below illustrates a comparison between the two similar types of activities. It is encouraged that school counselors engage in appropriate activities.

ASCA recommends school counselors spend 80% or more of their time in direct and indirect student services to achieve the most effective delivery of the school counseling program. The remaining 20% of the time is for program management, school support services, and fair-share responsibilities. The use-of-time calculator can be used at least twice per year to track how school counselors spend their time.

Duties or tasks outside the school counselor’s role impede the implementation of a comprehensive school counseling program. Examples include, but are not limited to:

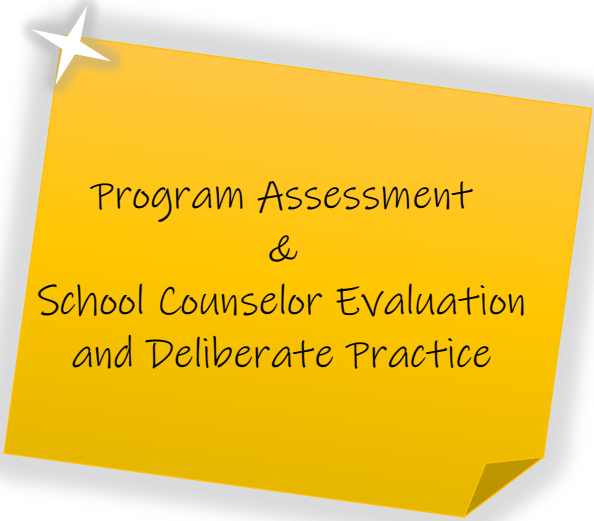
- coordinating testing
- assigning discipline consequences/discipline investigations
- teaching classes when teachers are absent
- supervising classrooms or common areas
- providing long-term therapy or counseling to address psychological disorders
- coordinating schoolwide intervention teams, child study teams, or special education services
- serving as a data entry clerk

### APPROPRIATE AND INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small- group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

# Assess

To achieve the best results for students, school counselors regularly assess their program to determine its effectiveness. School Counselors engage in assessment to inform potential improvements to school counseling program design and delivery and to show how students are different because of the school counseling program. The assess component includes two sections: program assessment and school counselor evaluation and deliberate practice.



Program Assessment  
&  
School Counselor Evaluation  
and Deliberate Practice

## Program Assessment

A school counseling program is multifaceted and designed with continuous assessment and improvement in mind. School counselors regularly assess their progress toward the design and delivery of a comprehensive school counseling program. They assess the impact on students as indicated by the use of process, participation, and outcome data, which may be included in the School Improvement Plan (SIP). For more information on the SIP visit the [School Data Summary](#) section of the plan.

### School Counseling Program Assessment



The [school counseling program assessment](#) is used to analyze progress toward full implementation of a comprehensive school counseling program and to identify program strengths and areas for improvement. Each section of the program assessment includes benchmarks for program implementation within each component of the ASCA National Model. After completing the assessment, school counselors analyze the responses to determine program strengths, areas for improvement, and short- and long-range plans for improvement.

### Annual Results Reports

Annual results reports are designed to ensure school counseling programs are assessed for effectiveness and to inform decisions related to program improvement. These reports are an essential component of a data-informed school counseling program. There are two types of annual results reports:

View each template at the links provided.

- Classroom and group Mindsets & Behaviors results reports
- Closing-the-gap results reports

### Data Collection

There are many ways to collect data to assess the effectiveness of a comprehensive school counseling program. School counselors need to decide the type of data that will be collected. For a comprehensive overview of the data collection process see the [Types of Data](#) section of this plan. Data collection examples are provided below.

To view other data collection and reporting resources visit,  
<https://drive.google.com/drive/folders/1qsGnFGF8kCfecxBvTTxMrpve6VZCGL4p?usp=sharing>

## Reporting Results



School counselors share data from results reports to show how students benefit from a school counseling program. The school counseling program results can be used to educate stakeholders about the school counseling program's impact.



School counselors can share program results in numerous ways, such as:

- Websites
- Infographics
- Slideshow presentations to stakeholders
- One-page handouts/ Flashlight Reports
- Presentation to advisory council
- Inclusion in a schoolwide report to administrators and school board members
- Inclusion in school or district data materials

View the current SCPS School Counselor Databook with examples by visiting <https://drive.google.com/file/d/1uvexkuVXHanLI3HeppAn4pW25HVpzsY/view?usp=sharing>





## School Counselor Evaluation and Deliberate Practice Plan



As professionals, it is imperative for School counselors to develop and employ effective practices to increase student achievement. Investing in the process of evaluation and deliberate practice planning is vital to developing the skills needed to implement an effective school counseling program.

Assessing and appraising school counselor performance is a multifaceted process. This process includes self-assessment, formal appraisal of school counselor performance by a qualified administrator, and individual reflection of the data that informs the assessment and appraisal.

### Evaluation

School counselors in SCPS are evaluated using the iObservation application. You can access the application using the tile in Clever.



iObservation

DISTRICT

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### **School Counseling Domains in iObservation**

The evaluation process is conducted by the assigned administrator. Think of evaluation as a collaborative process designed to reinforce effective practices and further develop areas for growth. There are fourteen indicators in Domains 1, and 2.

#### SCPS – Guidance Counselor Domain 1

1. Interprets comprehensive student information, including test data, to students, parents, teachers, and administrators.
2. Utilizes appropriate assessments to monitor learning.
3. Uses data collaboratively to evaluate learning needs and adjust planning to improve effectiveness.
4. Identifies gaps in students' learning.
5. Facilitates appropriate educational placement for students with special needs by coordinating referral procedures.
6. Assists students in relating and integrating life skills with life experiences.
7. Differentiates counseling and instruction based on student learning needs and individual student differences.
8. Supports, encourages and provides feedback to all stakeholders to promote student achievement.
9. Conveys high expectations to ALL students.
10. Models clear and appropriate communication skills.
11. Maintains a climate of openness, inquiry, fairness, and support.
12. Evaluates the effectiveness of specific counseling strategies and professional behaviors.
13. Provides consultation to parents and teachers with regard to meeting needs of students.
14. Fulfills assigned responsibilities dependably and efficiently.

#### SCPS – Domain 2, Common Responsibilities, School NCIP

1. Identifies and utilizes appropriate, available resources (materials and human).
2. Identifies and utilizes appropriate, available technology.
3. Uses the established content standards identified by the school district to support student learning.
4. Recognizes individual differences, special needs, and diverse backgrounds, and adjusts services accordingly.
5. Develops a written growth and development plan.
6. Monitors progress relative to the professional growth and development plan.
7. Engages in targeted professional growth opportunities.
8. Implements knowledge and skills learned in professional development activities.
9. Adheres to district and school rules and procedures.
10. Completes paperwork and records in compliance with district policies and procedures.
11. Demonstrates positive interactions with students and parents.
12. Demonstrates positive interactions with colleagues.
13. Acts as a resource for school administrators, teachers, and other school staff.
14. Participates in district and school initiatives.

## **Educator Accomplished Practices**

The Florida Administrative Code (F.A.C.) 6A-5.065 The Educator Accomplished Practices outlines Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems. In addition to Domains 1 and 2, School counselors are rated using the Educator Accomplished Practices.

### The Educator Accomplished Practices includes, but is not limited to the following:

Scale:

#### Foundational Principles

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

#### Quality of Instruction

1. Instructional Design and Lesson Planning.
2. The Learning Environment.
3. Instructional Delivery and Facilitation.
4. Assessment.

#### Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement.
2. Professional Responsibility and Ethical Conduct.



## Deliberate Practice Plan



The Deliberate Practice Plan (DPP) is a way for educators to grow their expertise through planned activities, reflection, and collaboration.

School counselors should take the lead in identifying their personal growth goals and collaborate with their administrators on their goals. Administrators support Deliberate Practice Plans by providing structure, resources, and monitoring. The goal is an expectation that all educators can increase their expertise from year to year, which produces gains in student achievement resulting in a powerful cumulative effect.

### Steps for Developing a Deliberate Practice Plan

1. Self-Assessment
2. Identify Focus Strategies
3. Create Measurable Goals
4. Identify Specific Action Steps and Resources
5. Reflection

### Self-Assessment

Begin by creating a new plan and taking the self-assessment for Domain 1. Only one target element is required and is selected based on an area for improvement. Complete the self-assessment to establish the baseline for the growth goal.

Example:

Target Element (Instructional Strategy)	Level/Score	Current student behavior/learning that I want to see improve as a result of focusing on this target strategy	Changes in student behavior/learning I expect to see as a result of focusing on this target strategy
13 Conveys high expectations for all students	Needs Improvement	I would like my Advanced Opportunity students to have an acceleration opportunity.	I would like my Advanced Opportunity students to choose to participate in an accelerated course or program.

### Identify Focus Strategies

Working collaboratively with your administrator using the instructional practice data from your annual evaluation (observation data) and the strategies identified from the self-assessment completed in Step 1, identify one strategy upon which you will focus and demonstrate skill and growth for the year. The focus strategies should be areas with lower scores and where there is an interest in improving. Record the baseline score for each selected strategy and indicate the level you expect to attain and dates for achieving your growth goals.

Example:

Target Element (Instructional Strategy)	Baseline Level/Score and Date	Anticipated Final Growth Level/Score Goal and Date
13 Conveys high expectations for all students	Score: Needs Improvement	Score: Highly Effective
	Date: 8/17/2023	Date: 4/15/2024

## Create Measurable Goals



To create a measurable goal, you can use the SMART technique. The goal should be Specific, Measurable, Attainable, Relevant, and Time-bound. You want to establish an end date, a target group, and expected results (an increase/decrease in something related to achievement, attendance, or behavior). You also want to provide a measure of change along with the baseline data and the target data.



To gain a better understanding of your desired outcome, think about the type of data you will collect to measure your goal and the source of the data. There are three ways to categorize data: process, perception, and outcomes. Visit the [Types of Data](#) section of this plan for more information.

Process data are data such as the number of students the strategy employed impacts (i.e., number of students participating in a small group Tier 2 intervention). Perception data are data that provides the viewpoint of the participant (attitudes, skills, and knowledge). Using pre/post surveys is one way to collect perception data. Outcome data are data such as student achievement (FAST/EOC scores), student attendance, or student behavior. Remember student behavior is not just discipline related. A goal could support an increase in positive student behavior, such as the selection of an advanced course. Look to the School Improvement Plan and collaborate with your administrator to find ways to support the goals of your school.

Example:

### Goals

#### Goal #1

By the end of the year, I will raise my score on conveying high expectations from needs improvement to highly effective, and I expect to see these results evident by a 5% increase in Advanced Opportunity students selecting accelerated course/program options from 80% to 85%.

### Identify Specific Action Steps and Resources

Describe specific actions you take or do differently within your school counseling program to improve the use of the identified strategies and the resources and materials needed to accomplish these action steps.

Example:

Goals	Action Steps	Resources/Materials
Goal #1 By the end of the year, I will raise my score on conveying high expectations from needs improvement to highly effective, and I expect to see these results evident by a 5% increase in Advanced Opportunity students selecting accelerated course/program options from 80% to 85%.	<ul style="list-style-type: none"><li>• Host an Advanced Opportunity Information session for students and parents</li><li>• Review student registrations and reach out to offer advanced course selections</li></ul>	<ul style="list-style-type: none"><li>• Reserve venue for an information session</li><li>• Create flyers and advertise for the session</li></ul>

### Reflection

Use the iObservation reflection log to record your insights about the strategies you have identified and practiced. There is a reflection log template available in iObservation. If you use the template, ensure you follow-up with completing the yellow ruled notepad form in iObservation to submit your reflection log.

### DPP Resources

Use the links provided for guidance documents related to iObservation.

- Deliberate Practice Guide for Teachers and Administrators
- Creating Your Deliberate Practice Plan in iObservation



# Supporting SCPS School Counselors

## SCPS School Counselor Orientation and New School Counselor Induction

School counselors are supported through an induction program available in years one through three. Orientation may begin with participation in the New Educator Conference (NEC) and other summer activities open to new hires. The process continues with a special Professional Learning Community centered on activities needed to acclimate to the profession and the district. There is an online self-paced course component to provide further support and fulfill any certification requirements from the State of Florida.

## SCPS School Counselor Professional Development

SCPS provides relevant professional development for school counselors to enhance counseling services allowing for maximization of time to engage with students. Professional development is scheduled quarterly by level in person with built in articulation activities to learn more about the opportunities awaiting students at the next level and on to post-secondary. There are also on-going virtual opportunities to meet by level for collaboration and increase communication. Special hybrid professional development sessions on special topics relevant to the work of School Counselors are also offered.

## School Counselor Wellness

SCPS promotes wellness and balance for school counselors. It is believed that school counseling professionals must be well-equipped and prepared for the fast-paced demands of providing a comprehensive counseling program, and this is achieved through understanding wellness and recovery and having a plan to maintain and enhance the wellness of each member of the SCPS school counseling team.

Remember, wellness will look different for everyone. While some may have a team to rely upon, school counselors working in isolation may build their own communities of support at the school-level.



If you are seeking resources, log into the Clever Portal, select the Insider tile, and visit SCPS Wellness at <https://insider.scps.k12.fl.us/wellness/>

# Glossary

**Achievement gap:** Disparity in academic performance or educational attainment between groups of students

**Advisement:** Process through which school counselors and students explore educational opportunities and demands within the institution and make decisions about future plans based on academic, career, and social and emotional data

**Advisory council:** Representative group of stakeholders selected to review and provide feedback on the school counseling program implementation

**Advocacy:** Speaking, writing, or acting to promote the well-being of students, parents/ guardians, and the school counseling profession. School counselors advocate to close the information, opportunity, intervention, and attainment gaps for all students.

**Annual administrative conference:** Yearly meeting between the school counselor and administrator in charge of the school counseling program designed to discuss and reach agreement upon the school counseling program's organization and focus

**Annual calendar:** A schedule of school counseling program activities maintained by the school counseling staff and distributed to administrators, teachers, other school staff, students, and families

**Annual student outcome goals:** Measurable statements defining how the vision and mission will be accomplished and guiding the development of classroom, group, and closing-the-gap action plans

**Appraisal:** Process through which school counselors work with students to analyze and assess their abilities, interests, skills, and achievement

**ASCA Ethical Standards for School Counselors:** Statements of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism

**ASCA School Counselor Professional Standards & Competencies:** Statements of the knowledge, skills, and attitudes school counselors need to meet the profession's rigorous demands

**ASCA School Counselor Professional Standards & Competencies Assessment:** A self-report instrument used to measure a school counselor's knowledge, attitudes, and skills related to the school counseling profession

**ASCA Student Standards: Mindsets & Behaviors for Student Success:** Research-based statements of the knowledge, attitudes, and skills students need to achieve academic success, college and career readiness, and social and emotional development

**Assess:** To determine progress or quality of the school counseling program, particularly to guide future action within the school counseling program and to improve future results for students

**Beliefs:** Ideas, values, philosophies, viewpoints regarding a particular topic or concept

**Best practice:** Professional procedures that are accepted or prescribed as being correct or most effective ([www.oxforddictionaries.com](http://www.oxforddictionaries.com))

**Collaboration:** The act of working together with other people or organizations to create or achieve a common goal ([www.dictionary.cambridge.org](http://www.dictionary.cambridge.org))

**Competencies:** Specific, measurable expectations that are attained while making progress toward a standard

- Consultation:** The process of seeking or providing additional information, opinions, and recommendation with an expert
- Counseling:** Professional assistance, support, and instruction provided to an individual utilizing a variety of techniques provided by a specifically trained professional
- Crisis response:** The immediate and follow-up intervention necessary to meet urgent needs and prevent situations from becoming more severe
- Data-informed:** Decisions concerning future action that are based on information, survey reports, assessments, statistics, or other forms of data
- Define:** To delineate school counseling professional practice using standards and competencies unique to the profession
- Deliver:** To organize and implement components of the ASCA National Model, particularly direct student services and indirect student services
- Disaggregated data:** Data separated into component parts by specific variables such as ethnicity, gender, and socioeconomic status
- Domains:** Broad areas of knowledge base (academic, career, and social and emotional) that promote and enhance the learning process
- Equity:** Treated fairly; educational equity occurs when educators provide all students with the high-quality instruction and support they need to reach and exceed a common standard. ([www.achievementnetwork.org](http://www.achievementnetwork.org))
- Evidence-based:** Any concept or strategy derived from or informed by objective evidence, most commonly, educational research or metrics of school, teacher, and student performance ([www.edglossary.org/evidence-based/](http://www.edglossary.org/evidence-based/))
- Fair-share responsibilities:** The routine running of school responsibilities that all members of the school staff take equal turns doing to ensure the school's smooth operation (Gysbers & Henderson, 2012)
- Instruction:** The delivery of information to students with the intent to foster positive change in student knowledge, attitudes, and skills
- Leadership:** Capacity or ability to guide others; school counselors use leadership skills to design, implement and assess a school counseling program
- Manage:** To organize and allocate resources to best address the goals, strategies, and activities of the school counseling program
- Mindsets & Behaviors data:** Information that shows what progress students have made toward attaining the ASCA Student Standards
- Mission statement:** Provides school counseling program focus and direction and aligns with the school's mission
- Multi-tiered:** Refers to the process of providing interventions that vary in focus and intensity aligned with individual students' needs
- Multi-tiered system of support (MTSS):** A culturally responsive, evidence-based framework implemented in K-12 schools using data-based problem solving to integrate academic and behavioral instruction and intervention at tiered intensities to improve the learning and social and emotional functioning of all students (Sink, 2016)
- Non-school-counseling activity:** Any activity or duty not related to the design, implementation, or assessment of the school counseling program

**Outcome data:** Information related to achievement, attendance, and discipline that shows how students are measurably different as a result of the school counseling program

**Performance appraisal:** Annual review of school counselor performance that evaluates personal and professional performance and contributions to the design, implementation, and assessment of the school counseling program; may be used for contract status recommendations and indicates summative evaluation of school counselor effectiveness

**Participation data:** Information showing which students were involved in which school counseling activities

**Referrals:** Recommendations made by school counselors to guide students and parents to school or community resources for additional assistance or information

**Research-informed:** A concept or strategy informed by relevant research but not yet subjected to rigorous analysis to be deemed evidence-based

**Results report:** Written presentation of the outcomes of school counseling program activities; contains participation, Mindsets & Behaviors, and outcome data

**School counseling curriculum:** K-12 course of study presented systematically through structured, developmental classroom, group, and individual activities designed to assist students in attaining the ASCA Student Standards

**School counseling program assessment:** Measurement of the school counseling program on the components of the ASCA National Model to guide future action within the program and to improve future results for students

**SMART goal:** A well-established format used to plan and achieve a goal, which stands for specific, measurable, attainable, relevant, and time-bound

**Social and emotional development:** Maximizing each student's individual growth and social maturity in the areas of personal management and social interaction

**Student success:** A broad term for accomplishment in student achievement, attendance, and discipline

**Systemic change:** Change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focused upon the dynamic of the environment, not the individual

**Use of data:** The process of analyzing and acting upon data to improve student achievement, attendance, and discipline and the school counseling program; essential to ensuring all students receive the benefits of a school counseling program

**Use-of-time calculator:** Tool designed to help school counselors determine how much time is spent in the design, implementation, and assessment of the school counseling program rather than non-school-counseling activities

**Vision statement:** A succinct, agreed-upon assertion of what school counselors hope to see for students five to 15 years in the future



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# Appendix A: Professional Resources

Resource	Source	Location
School Counselors Matter	ASCA	<a href="https://www.schoolcounselor.org/getmedia/b079d17d-6265-4166-a120-3b1f56077649/School-Counselors-Matter.pdf">https://www.schoolcounselor.org/getmedia/b079d17d-6265-4166-a120-3b1f56077649/School-Counselors-Matter.pdf</a>
Empirical Research Studies Supporting the Value of School Counseling	ASCA	<a href="https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf">https://www.schoolcounselor.org/getmedia/7d00dcff-40a6-4316-ab6c-8f3ffd7941c2/Effectiveness.pdf</a>
Guidance Counselors or School Counselors: How the Name of the Profession Influences Perceptions of Competence	ASCA	<a href="https://www.schoolcounselor.org/getmedia/3b7fe053-5cbe-4b55-a9dd-4d59b239abf4/Title-Matters-Research-Report.pdf">https://www.schoolcounselor.org/getmedia/3b7fe053-5cbe-4b55-a9dd-4d59b239abf4/Title-Matters-Research-Report.pdf</a>
Guidance Counselors or School Counselors: How the Name of the Profession Influences Perceptions of Competence (Infographic)	ASCA	<a href="https://www.schoolcounselor.org/getmedia/5053e805-2fe6-4baa-9e74-543cd123d2b2/Title-Matters-Infographic.pdf">https://www.schoolcounselor.org/getmedia/5053e805-2fe6-4baa-9e74-543cd123d2b2/Title-Matters-Infographic.pdf</a>
ASCA Research Report: State of the Profession 2020	ASCA	<a href="https://www.schoolcounselor.org/getmedia/bb23299b-678d-4bce-8863-cfcb55f7df87/2020-State-of-the-Profession.pdf">https://www.schoolcounselor.org/getmedia/bb23299b-678d-4bce-8863-cfcb55f7df87/2020-State-of-the-Profession.pdf</a>

# Appendix B: ASCA Toolkit Templates and Resources

- Advisory Council First Semester Minutes
- Advisory Council Second Semester Agenda
- Advisory Council Second Semester Minutes
- Annual Administrative Conference
- Annual Calendar
- Annual Administrative Conference
- Annual Administrative Conference Example Document
- Annual Student Outcome Goal Plan
- Classroom and Group Mindsets and Behaviors
- Classroom and Group Results Report
- Closing-the-Gap Action Plan and Results Report
- Lesson Plan
- School Counseling Program Assessment
- School Data Summary
- School Counselor Performance Appraisal



# School Counseling Advisory Council

## First Semester Agenda

School:		Meeting Date/Time:	
School Counseling Program Vision Statement:			
School Counseling Program Mission Statement:			
Annual Student Outcome Goals ( <i>list all</i> ):			
Agenda Items (at minimum)		School Counselor Facilitating Discussion	
I.	Welcome & Introduction		
II.	School Data Summary		
III.	Action Plans Discussion/Feedback <ul style="list-style-type: none"> <li>• Annual Student Outcome Goal Plan</li> <li>• Classroom and Group ASCA Mindsets and Behaviors Action Plan</li> <li>• Closing-the-Gap Action Plan</li> </ul>		
IV.			
V.			
VI.			
VII.	Closure		

The Next Meeting of the Advisory Council is planned for:	
--	--





# School Counseling Advisory Council

## First Semester Minutes

School:		Meeting Date:	
Meeting Start Time:			
Members Present/Stakeholder Position:			
<b>II. School Data Summary</b>			
Minutes:	Action Needed & Person Responsible		
<b>III. Action Plans</b>			
Annual Student Outcome Goal Plan(s) Minutes:	Action Needed & Person Responsible		
Classroom and Group Mindsets & Behaviors Action Plan Minutes:	Action Needed & Person Responsible		
Closing-the-Gap Action Plan(s) Minutes:	Action Needed & Person Responsible		
<b>IV.</b>			
Minutes:	Action Needed & Person Responsible		
<b>V.</b>			
Minutes:	Action Needed & Person Responsible		
<b>VI.</b>			
Minutes:	Action Needed & Person Responsible		
Next Meeting Date/Time:			



# School Counseling Advisory Council Second Semester Agenda

School:		Meeting Date/Time:	
School Counseling Program Vision Statement:			
School Counseling Program Mission Statement:			
Annual Student Outcome Goals <i>(list all)</i> :			
<b>Agenda Items (at minimum)</b>		<b>School Counselor Facilitating Discussion</b>	
VIII.	Welcome & Introduction		
IX.	Annual Student Outcome Goal Results Feedback/Discussion		
X.	Classroom Results Report Feedback/Discussion		
XI.	Small Group Results Report Feedback/Discussion		
XII.	Closing the Gap Results Report Feedback/Discussion		
XIII.			
XIV.	Closure		

The Next Meeting of the Advisory Council is planned for:	
--	--



# School Counseling Advisory Council

## Second Semester Minutes

School:		Meeting Date:	
Meeting Start Time:			
Members Present/Stakeholder Position:			
<b>VII. Annual Student Outcome Goal Plan Results</b>			
Minutes:			Action Needed & Person Responsible
<b>VIII. Classroom Results Report</b>			
Minutes:			Action Needed & Person Responsible
<b>IX. Small Group Results Report</b>			
Minutes:			Action Needed & Person Responsible
<b>X. Closing-the-Gap Results Report</b>			
Minutes:			Action Needed & Person Responsible
<b>XI.</b>			
Minutes:			Action Needed & Person Responsible
<b>XII.</b>			
Minutes:			Action Needed & Person Responsible
Next Meeting Date/Time:			



# Annual Administrative Conference

School Counselor \_\_\_\_\_ School Year \_\_\_\_\_

After completing the school data summary, I have identified the following data priorities:

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Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

## Annual Student Outcome Goals

1	
2	

## School Counselor Use of Time

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.			
Use of Time from Previous School Year <i>Based on two use-of-time 5-day calculators from previous school year (attached)</i>			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%
Use-of-Time Plan for Current School Year <i>Indicate your planned time allocations for this school year</i>			

Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

### Ratio and Caseload

The American School Counselor Association recommended ratio is one school counselor per 250 students.

Ratio      One School Counselor      Per \_\_\_\_\_ Students

Caseload defined by:

<input type="checkbox"/>	Alpha Assigned:	Last names beginning with: _____ to _____
<input type="checkbox"/>	Grade Level:	Students in grades: _____
<input type="checkbox"/>	All Students in Building	
<input type="checkbox"/>	Other:	

### Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

Classroom and Group Mindsets & Behaviors Action Plan

Closing-the-Gap Action Plan

Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members: <i>(names and stakeholder position)</i>	

### Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.



Date(s)	Topic	Cost

School and District Committees and Professional Work		
Group	Time Commitment	School Counselor's Role

**Budget Materials and Supplies**

Materials and supplies needed:

Annual budget: \_\_\_\_\_

**School Counselor Availability/Office Organization**

The school counseling office will be open for students/parents/teachers

from \_\_\_\_\_ to \_\_\_\_\_

My hours will be from \_\_\_\_\_ to \_\_\_\_\_ (if flexible scheduling is used)

The career center will be open from \_\_\_\_\_ to \_\_\_\_\_

**Other Staff and Volunteers**

Role/Responsibility	Person Assigned (no signature required)
School Counseling Department Assistant	
Attendance Assistant/Clerk	
Data Manager/Registrar	
College and Career Center Assistant	

School Board Approved on 12/12/2023

Other Staff	
Volunteers	
Signatures of school counselor and administrator must be within the first two months of	
School Counselor Signature	
Administrative Signature	
Date Conference Held & Template Signed	
First Day of School	



Annual Administrative Conference

School Counselor Millennium Middle School School Year 22-23

After completing the school data summary, I have identified the following data priorities:

Increase achievement for lowest quartile subgroup

Increase promotion rates for lowest quartile subgroup

Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

**Annual Student Outcome Goals**

1	75% of AIP students will achieve a Semester 1 GPA of 2.0 or higher
2	100% of Delayed Assignment students will achieve a 2.0 or higher.

**School Counselor Use of Time**

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.			
Use of Time from Previous School Year <i>Based on two use-of-time 5-day calculators from previous school year (attached)</i>			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
25%	25%	25%	25%
Use-of-Time Plan for Current School Year <i>Indicate your planned time allocations for this school year</i>			

Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
40%	30%	25	10%

### Ratio and Caseload

The American School Counselor Association recommended ratio is one school counselor per 250 students.

Ratio      One School Counselor      Per **443**      Students

Caseload defined by:

<input checked="" type="checkbox"/>	Alpha Assigned:	Last names beginning with: <b>Q</b> to <b>Z</b>
<input type="checkbox"/>	Grade Level:	Students in grades: <b>6-8</b>
<input type="checkbox"/>	All Students in Building	
<input type="checkbox"/>	Other: _____	

### Program Implementation Plan to Address Priorities

Attach the following documents for review and discussion during the conference:

Classroom and Group Mindsets & Behaviors Action Plan

Closing-the-Gap Action Plan

Annual Calendar

Advisory Council

The school counseling advisory council will meet to provide feedback and input on the school counseling program.

Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members: <i>(names and stakeholder position)</i>	

### Professional Development

I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.

Date(s)	Topic	Cost
BEST Summer Ever	Academics, Behavior, Career	0
Quarterly Meetings	School Counseling Program	0
FCA Conference	Professional School Counseling Development	\$100

School and District Committees and Professional Work		
Group	Time Commitment	School Counselor's Role
SCPS School Counseling Framework	20 hours	Write draft plan

**Budget Materials and Supplies**

Materials and supplies needed: Printing, Curriculum

Annual budget: 250

**School Counselor Availability/Office Organization**

The school counseling office will be open for students/parents/teachers from \_\_\_\_\_ to \_\_\_\_\_  
 (Protected time on your calendar)

My hours will be from \_\_\_\_\_ to \_\_\_\_\_ (Contract Hours)

The career center will be open from \_\_\_\_\_ to \_\_\_\_\_  
 (if applicable)

**Other Staff and Volunteers**

Role/Responsibility	Person Assigned (no signature required)
School Counseling Department Assistant	
Attendance Assistant/Clerk	Guidance Clerical



School Board Approved on 12/12/2023

Data Manager/Registrar	
College and Career Center Assistant	
Other Staff	DMHC
	SSW
Volunteers	PTA
Signatures of school counselor and administrator must be within the first two months of school	
School Counselor Signature	
Administrative Signature	
Date Conference Held & Template Signed	
First Day of School	



## Annual Calendar Template

School: \_\_\_\_\_ Academic Year: \_\_\_\_\_

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Month	Delivering		Program Planning and School Support <i>(Defining, Managing, Assessing, Fair-Share Responsibilities)</i>
	Direct Student Services Activities <i>(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)</i>	Indirect Student Services Activities <i>(Significant collaborations, leadership and advocacy activities)</i>	
Ongoing Services			
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			



# Annual Student Outcome Goal Plan

School Counselor \_\_\_\_\_ School Year \_\_\_\_\_

Identify and describe outcome data (achievement, attendance or discipline) that serves as basis for goal:

Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed.

By  ,   
*End Date* *Describe Targeted Students*  
*(Criteria for inclusion in interventions with multiple descriptors)*

Will    
*Decrease/Increase* *Describe specific outcome to be changed (achievement, attendance or discipline)*

by  % from  to   
*Percent change* *Baseline data (Numbers only)* *Target data (Numbers only)*

## Supplemental Data:

Analyze data related to the goal from supplemental data surveys such as school climate surveys. Talk with stakeholders (parents, teachers, students, administrators, etc.), to gain insight about possible factors contributing to identified problems or issues. Summarize insights/comments from the groups below.

<i>School counselors report:</i>
<i>Teachers report:</i>
<i>Administrators report:</i>
<i>Parents report:</i>
<i>Students report:</i>
<i>Others report:</i>

Systemic Focus
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.
List 1-2 strategies that could influence systemic change related to this goal.

ASCA Student Standards Targeted	Student Learning Objectives
Identify 1-2 mindsets or behavior standards from the ASCA Student Standards most relevant for this targeted group and goal:	For the selected mindsets or behavior standards, write or select 1-2 learning objectives students will learn.
<i>M&amp;B# Mindsets &amp; Behaviors Standards</i>	<i>Learning Objective(s)</i>
	Student(s) will:
	Student(s) will:
	Student(s) will:
	Student(s) will:

**Pre-/Post-Assessment:**

Convert the student learning objectives to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost all the time</i>

Statement	Scale
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4

Brief answer question (optional):

**Activities/Strategies/Interventions by School Counselors**

Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)





# Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides an overview of the delivery of direct services in large group (LG), classroom (Class) and small-group (SG) settings. This plan presents the topics addressed, while the annual calendar presents the schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Student Standards addressed through classroom and group activities. Although some activities address multiple standards, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all standards addressed through that activity.

School Name	Date Created	Most Recent Revision Date

Mindset Standards				
Mindset	Activity/Focus or Purpose	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being				
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment				
M 3. Positive attitude toward work and learning				
M 4. Self-confidence in ability to succeed				
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success				
Behavior Standards				
Learning Strategies	Activity/Focus or Purpose	Participants	Class/LG	SG
B-LS 1. Critical-thinking skills to make informed decisions				
B-LS 2. Creative approach to learning, tasks and problem solving				
B-LS 3. Time-management, organizational and study skills				
B-LS 4. Self-motivation and self-direction to learning				
B-LS 5. Media and technology skills to enhance learning				
B-LS 6. High-quality standards for tasks and activities				
B-LS 7. Long- and short-term academic, career and social/emotional goals				

B-LS 8. Engagement in challenging coursework				
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias				
B-LS 10. Participation in enrichment and extracurricular activities				
<b>Self-Management Skills</b>	<b>Activity/Focus or Purpose</b>	<b>Participants</b>	<b>Class/LG</b>	<b>SG</b>
B-SMS 1. Responsibility for self and actions				
B-SMS 2. Self-discipline and self-control				
B-SMS 3. Independent work				
B-SMS 4. Delayed gratification for long-term rewards				
B-SMS 5. Perseverance to achieve long- and short-term goals				
B-SMS 6. Ability to identify and overcome barriers				
B-SMS 7. Effective coping skills				
B-SMS 8. Balance of school, home and community activities				
B-SMS 9. Personal safety skills				
B-SMS 10. Ability to manage transitions and adapt to change				
<b>Social Skills</b>	<b>Activity/Focus or Purpose</b>	<b>Participants</b>	<b>Class/LG</b>	<b>SG</b>
B-SS 1. Effective oral and written communication skills and listening skills				
B-SS 2. Positive, respectful and supportive relationships with other students who are similar to and different from them				
B-SS 3. Positive relationships with adults that support success				
B-SS 4. Empathy				
B-SS 5. Ethical decision-making and social responsibility				
B-SS 6. Effective collaboration and cooperation skills				
B-SS 7. Leadership and teamwork skills to work effectively in diverse groups				
B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary				
B-SS 9. Social maturity and behaviors appropriate to the situation and environment				
B-SS 10. Cultural awareness, sensitivity and responsiveness				



# Classroom and Small-Group Results Report

<b>School Name</b>		
<b>Results Report for:</b>	<input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group	
<b>Grade Level</b>		
<b>Topic</b>		
<b>Targeted ASCA Student Standards</b> <i>1-2 mindsets or behaviors per lesson</i>	M&B#	M&B Statement:
	M&B#	M&B Statement:
	M&B#	M&B Statement:
<b>ASCA Student Standards Pre-/Post-Assessment Items</b> <i>Two per mindset and behavior</i>	1. 2. 3. 4. 5. 6.	
<b>DATA RESULTS</b>		
<b>Participation Data</b>	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	
<b>Mindsets &amp; Behaviors Data</b>	Pre-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4.	Post-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4.
	Outcome Data (Achievement, Attendance and/or Discipline Data) Baseline Data:	Final Data:
<b>Reflection</b>	Percent Change:	
	<ul style="list-style-type: none"> <li>How did the instruction/small group facilitate the attainment of identified ASCA Student Standards?</li> <li>How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)?</li> </ul>	



## Closing-the-Gap Action Plan/Results Report

School Name		
Annual Student Outcome Goal		
<b>ASCA Student Standards (Limit of two standards)</b>		
1.		
2.		
Mindsets & Behaviors Pre-/Post-Assessment Statements		
1.		
2.		
3.		
4.		
<b>Interventions That Support Achieving the Annual Student Outcome Goal</b>		
Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)	
1.	1.	
2.	2.	
3.	3.	
<b>Systemic Focus</b>		
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.		
List 1–2 strategies that could influence systemic change related to this goal.		



## Closing-the-Gap Action Plan/Results Report

Baseline Data	Results Data
Participation Data Plan	Participation Results Data
<i>Anticipated</i>	<i>Actual</i>
Mindsets & Behaviors Pre-Assessment Results	Mindsets & Behaviors Post-Assessment Results
<i>Pre-Assessment Data</i> (calculate the average student response for each item) 1. 2. 3. 4.	<i>Post-Assessment Data</i> (calculate the average student response for each item) 1. 2. 3. 4.
Outcome Data Plan	Outcome Data Results
<i>Baseline Data:</i>	<i>Final Data:</i>  <i>Percent Change:</i>
Reflection	
<ul style="list-style-type: none"> <li>• How did the interventions facilitate the attainment of identified ASCA Student Standards?</li> <li>• How could the interventions be improved (e.g., consider timing, number and type of services, student access and identified barriers)?</li> </ul>	





## Lesson Plan

School Counselor:	
Lesson Plan Title:	
	<input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson ____ of ____ <input type="checkbox"/> Small-Group Session Lessons: Lesson ____ of ____
Target Audience:	
<b>Evidence Base:</b>	
<input type="checkbox"/> Best Practice ( <i>commonly used and believed to be of high quality</i> ) <input type="checkbox"/> Action Research ( <i>individual investigates own practice to improve content/delivery</i> ) <input type="checkbox"/> Research-Informed ( <i>a review of research provides foundation for content/delivery</i> ) <input type="checkbox"/> Evidence-Based ( <i>highest level of evidence, results published in peer-reviewed journal</i> )	

<b>ASCA Student Standards Targeted:</b>	<b>Student Learning Objectives:</b>
Identify 1–2 student standards relevant for this targeted group and goal: <i>(Best practice = select one)</i>	For each of the selected student standards, write or select 1–2 learning objectives
<i>M&amp;B#</i>	<i>Mindsets &amp; Behaviors Statement</i>
	<i>Student Learning Objectives</i>
	Student(s) will:

<b>Materials:</b>

<b>Describe how you will:</b>	
Introduce Lesson Topic/Focus:	

Communicate the Lesson Objective:	
Teach Content:	
Practice Content:	
Summarize/Close:	

**Data Collection Plan – For multiple lessons in a unit, complete this section only once for the unit.**

**Participation Data Plan:**

Anticipated number of students:	
Planned length of lesson(s):	

**ASCA Student Standards Data Plan:**

*For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.*

Pre-/Post-Assessment items are:

- 1.
- 2.
- 3.
- 4.

**Outcome Data Plan: (choose one and describe specific data point to compare)**

*Examples:*

*Achievement: School counselor will compare reading levels of students before and after delivery of lesson.*

*Attendance: School counselor will compare number of absences last year to this year.*

*Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter*

Achievement (describe):

Attendance (describe):

Discipline (describe):

**Follow-Up Plans**

*Explain your plan for students who missed the lesson.*

*Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.*



## School Counseling Program Assessment

ASCA National Model Components	Yes	Comments
<b>MANAGE</b>		
<b>Vision Statement</b>		
Aligned with ASCA National Model's criteria for exemplary vision statement.		
<b>Mission Statement</b>		
Aligned with ASCA National Model's criteria for exemplary mission statement.		
<b>Data</b>		
School Data summary prioritizing data points addressed through the school counseling program completed.		
<b>Annual Student Outcome Goals</b>		
a. School improvement plan reviewed to identify school priorities.		
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.		
c. Goals written in alignment with ASCA National Model's criteria: end date, multiple descriptors of target group, specific outcome to be changed, baseline and target data.		
<b>Use-of-Time Calculator</b>		
Use-of-time calculator completed at least twice a year.		
<b>Annual Administrative Conference</b>		
Conference held with supervising administrator. Template completed and signed by the school counselor and supervising administrator within first two months of school.		
<b>Advisory Council</b>		
Agendas and minutes completed from at least two meetings (one from first semester and one from second).		
<b>Action Plans</b>		

Updated June, 2021

Classroom and Group Mindsets & Behaviors Action Plan detailing classroom lessons and groups aligned with the ASCA Student Standards completed.		
Closing-the-Gap Action Plan aligned with the ASCA Student Standards completed.		
<b>Lesson Plans</b>		
Lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes completed.		
<b>Calendars (Annual and Weekly)</b>		
Highly detailed annual calendar created (includes specific examples with dates and times for major activities) documenting all activities, events and services within the comprehensive school counseling program.		
Weekly calendars available for each school counselor.		
<b>DELIVER</b>		
<b>Direct Student Services</b>		
Classroom lessons/large-group activities are delivered and outlined using lesson plans.		
Small-group sessions are delivered and outlined using lesson/session plans.		
<b>Indirect Student Services</b>		
Indirect student services are reflected on weekly calendars.		
<b>ASSESS</b>		
Classroom and Group Mindsets & Behaviors Results Report(s) completed.		
Closing-the-Gap Results Report completed.		
ASCA School Counselor Professional Standards & Competencies assessment completed.		
School Counseling Program Assessment completed.		
School Counseling Performance Appraisal is conducted annually.		
Program results are shared with school staff and stakeholders.		

Updated June, 2021



## School Data Summary

School Name: \_\_\_\_\_ School Year: \_\_\_\_\_

*Understand your school's data story by reviewing the school improvement plan, school data reports and other data resources.*

1. Identify who in the building can help you obtain the data. Who is your data expert; who can help you interpret the data?
2. Review your school improvement plan and identify your school's goals. List two–three school improvement plan goals relevant to the school counseling program and link to student outcomes (achievement, attendance, discipline).
3. Review available school data reports (achievement, attendance and discipline) for previous years to identify trends.
4. Review data from other resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.) from the previous two–three years, and identify areas of strength and concern.
5. How does your school's data compare to data from other schools, including:
  - a) schools with similar populations
  - b) district averages
  - c) state averages
6. Identify and prioritize data points you will address through your school counseling program.

Specific Data Priorities
<i>Examples:</i> <ul style="list-style-type: none"><li>• 26 students leaving first grade reading below expectations</li><li>• 38 first-time ninth-graders failing algebra 1</li><li>• Seventh-grade students with four or more absences in the first four weeks of school</li><li>• 12 11<sup>th</sup>-grade students suspended three or more days from school for noncompliance first quarter</li></ul>
1.
2.
3.

Updated, June 2021



## School Counselor Performance Appraisal

School Counselor \_\_\_\_\_

Evaluator \_\_\_\_\_

Position \_\_\_\_\_

Date \_\_\_\_\_

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL BELIEFS	
Description	Rating 0-3
<b>Mindsets</b>	
Demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities	
Demonstrates belief all students should have access and opportunity to a high-quality education	
Demonstrates belief all students should have access to the school counseling program	
Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders	
Demonstrates belief that school counselors are leaders in the school, district, state and nation	
Demonstrates belief that school counseling programs promote and enhance student academic, career and social/emotional outcomes	
<b>Observations and comments:</b>	
PROFESSIONAL RESPONSIBILITIES	
Description	Rating 0-3
<b>Behaviors: Professional Foundation</b>	
1. Demonstrates a working knowledge of developmental, learning, counseling and education theories	
<i>Demonstration includes:</i> <ol style="list-style-type: none"> <li>a. Articulates knowledge of human development and learning theories that affect student success</li> <li>b. Articulates knowledge of established and emerging counseling theories and techniques that are effective in school settings</li> <li>c. Articulates knowledge of career development theories for postsecondary planning</li> <li>d. Uses principles of multitiered systems of support within a school counseling program</li> </ol>	



<p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> <li>a. Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories</li> <li>b. School-counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief)</li> <li>c. Classroom and group Mindsets &amp; Behaviors action plans</li> <li>d. Closing-the-gap action plan/results report</li> </ol>	
<p><b>2. Demonstrates understanding of educational systems, legal issues, policies, research and educational trends</b></p>	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> <li>a. Explains organizational structure/governance of the American educational system and cultural, political and social influences on current educational practices</li> <li>b. Explains educational systems, philosophies and theories and current trends in education, including federal and state legislation</li> <li>c. Explains process for development of policy and procedures at the building, district, state and national levels</li> <li>d. Explains the nature of academic, career and social/emotional counseling in schools and differences from other fields of counseling</li> <li>e. Delineates the roles of student service providers, such as school social worker, school psychologist or school nurse, and ways to collaborate</li> <li>f. Articulates a rationale for a school counseling program</li> <li>g. Uses education research to inform decisions and programming</li> <li>h. Uses current trends in technology to promote student success</li> </ol> <p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> <li>a. Evidence of professional advocacy activities at district, state or national level (photographs or recordings of interactions with legislators, minutes from meetings, etc.)</li> <li>b. Presentation slides, handouts or other documents from parent and/or teacher workshops regarding the school counselor's role</li> <li>c. Minutes from school counseling advisory committee meetings</li> <li>d. Completed ASCA National Model templates/worksheets for planning student outcome goals and interventions</li> </ol>	
<p><b>3. Applies legal and ethical principles of the school counseling profession</b></p>	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> <li>a. Practices in accordance with the ASCA Ethical Standards for School Counselors</li> <li>b. Adheres to school counselor legal responsibilities including the unique legal and ethical principles of working with minor students in a school setting</li> <li>c. Adheres to the ethical and statutory limits of confidentiality</li> <li>d. Fulfills legal and ethical obligations to families, teachers, administrators and other school staff</li> <li>e. Consults with school counselors and other education, counseling and legal professionals when ethical and legal questions arise</li> <li>f. Resolves ethical dilemmas by employing an ethical decision-making model in accordance with the ASCA Ethical Standards for School Counselors</li> <li>g. Models ethical behavior</li> <li>h. Engages in continual professional development to inform and guide ethical and legal work</li> </ol> <p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> <li>a. Posting of specific ethical standards in school counseling office (e.g., limits of confidentiality statement or ethical decision-making process)</li> <li>b. Weekly calendars, regarding documentation of critical interactions with students</li> </ol>	

c. Completion certificates of professional development experiences	
<b>4. Applies school counseling professional standards and competencies</b>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Stays current with school counseling research and best practices</li> <li>b. Conducts self-appraisal and assessment related to school counseling professional standards and competencies</li> <li>c. Uses personal reflection, consultation and supervision to promote professional growth and development</li> <li>d. Develops a yearly professional development plan to ensure engagement in professional growth opportunities related to relevant professional standards and competencies and personal limitations</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Membership documentation in state and national school counselor organizations</li> <li>b. Completed ASCA Professional Standards &amp; Competencies self-assessment with written plans for own professional growth</li> <li>c. Identification of specific individuals and their contact information from whom professional consultation and supervision may be sought</li> </ul>	
<b>5. Uses ASCA Mindsets &amp; Behaviors for Student Success to inform the implementation of the school counseling program</b>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Selects ASCA Mindsets &amp; Behaviors for Student Success standards to address student needs demonstrated in data</li> <li>b. Prioritizes ASCA Mindsets &amp; Behaviors for Student Success standards aligned with school improvement goals</li> <li>c. Selects or creates competencies aligned with the ASCA Mindsets &amp; Behaviors for Student Success and state-specific standards</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Classroom and group Mindsets &amp; Behaviors action plan</li> <li>b. Closing-the-gap action plan/results report</li> <li>c. Lesson plans</li> </ul>	
<b>6. Demonstrates understanding of the impact of cultural, social and environmental influences on student success and opportunities</b>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Demonstrates basic knowledge and respect of differences in customs, communications, traditions, values and other traits among students based on race, religion, ethnicity, nationality, sexual orientation, gender identity, physical or intellectual ability and other factors</li> <li>b. Explains how students' cultural, social and economic background may affect their academic achievement, behavior, relationships and overall performance in school</li> <li>c. Maintains and communicates high expectations for every student, regardless of cultural, social or economic background</li> <li>d. Explains the dynamics of cross-cultural communications and demonstrate the ability to communicate with persons of other cultures effectively</li> <li>e. Collaborates with administrators, teachers and other staff in the school and district to ensure culturally responsive curricula and student-centered instruction</li> <li>f. Understands personal limitations and biases, and articulates how they may affect the school counselor's work</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completion certificates from professional development sessions on cultural, social or environmental influences</li> </ul>	

<ul style="list-style-type: none"> <li>b. Lesson plans, presentations, handouts from school-counselor-led sessions designed to build cultural competence of others</li> <li>c. Annual professional growth plan</li> </ul>	
<p><b>7. Demonstrates leadership through the development and implementation of the school counseling program</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Identifies sources of power and authority and formal and informal leadership</li> <li>b. Demonstrates professional and personal qualities and skills of effective leaders</li> <li>c. Applies a model of leadership to the school counseling program</li> <li>d. Creates the organizational structure and components of an effective school counseling program aligned with the ASCA National Model</li> <li>e. Applies the results of a school counseling program assessment to inform the design and implementation of the school counseling program</li> <li>f. Uses leadership skills to facilitate positive change for the school counseling program</li> <li>g. Defines the role of the school counselor and the school counseling program in the school crisis plan</li> <li>h. Serves as a leader in the school and community to promote and support student success</li> <li>i. Participates in the school improvement process to bring the school counseling perspective to the development of school goals</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Leadership roles in school, district or community committees focused on student success</li> <li>b. Participation in school counseling professional associations</li> <li>c. Annual student outcome goals</li> <li>d. Annual calendar</li> <li>e. Results reports</li> <li>f. Advisory council agendas and minutes</li> <li>g. Recognized ASCA Model Program (RAMP) certification</li> </ul>	
<p><b>8. Demonstrates advocacy in the school counseling program</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Models school counselor advocacy competencies to promote school counseling program development and student success</li> <li>b. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests</li> <li>c. Explains the benefits of the school counseling program for students and all stakeholders</li> <li>d. Provides rationale for appropriate activities for school counselors</li> <li>e. Provides rationale for discontinuation of inappropriate activities for school counselors</li> <li>f. Uses data (e.g., closing-the-gap reports) to promote reduction in student-to-school-counselor ratios and reduction of inappropriate non-school-counseling-related tasks</li> <li>g. Participates in school counseling and education-related professional organizations</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Presentations or information shared with school board and local, state or federal oversight organizations</li> <li>b. Presentations or information shared with faculty and staff, parents and other school stakeholders</li> <li>c. Reports showing how school counselor's time could be spent more effectively for student success (complete use-of-time calculator)</li> <li>d. Participation in school counseling professional association advocacy events</li> <li>e. School-counselor-developed infographics based on results reports and disseminated to school stakeholders</li> </ul>	
<p><b>9. Creates systemic change through the implementation of the school counseling program</b></p>	

<p>Demonstration includes:</p> <ol style="list-style-type: none"> <li>a. Acts as a systems change agent to create an environment promoting and supporting student success</li> <li>b. Uses data to identify how school, district and state educational policies, procedures and practices support and/or impede student success</li> <li>c. Uses data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps</li> <li>d. Develops and implements a plan to address personal and/or institutional resistance to change that better supports student success</li> </ol> <p>Artifacts may include:</p> <ol style="list-style-type: none"> <li>a. Reports showing change in student achievement, attendance or discipline data</li> <li>b. Reports showing change in course enrollment or increased access to opportunities</li> <li>c. Reports showing change in postsecondary success linked to National Student Clearinghouse data</li> </ol>	
<b>Observations and comments:</b>	
<b>Description</b>	<b>Rating 0-3</b>
<b>Behaviors: Direct and Indirect Student Services</b>	
1. Designs and implements instruction aligned to ASCA Mindsets & Behaviors for Student Success in classroom/large-group, small-group and individual settings	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> <li>a. Uses student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction</li> <li>b. Assesses cultural and social trends when developing and choosing curricula</li> <li>c. Identifies appropriate evidence-based curricula aligned to the ASCA Mindsets &amp; Behaviors for Student Success or selects/develops other materials informed by research and best practice if evidence-based materials do not exist</li> <li>d. Demonstrates pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction</li> <li>e. Creates lesson plans identifying activities to be delivered, standards to be addressed, to whom activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes</li> <li>f. Uses a variety of technologies in the delivery of lessons and activities</li> <li>g. Engages with school administrators, teachers and other staff to ensure the effective implementation of instruction</li> <li>h. Analyzes data from lessons and activities to determine impact on student outcomes</li> </ol> <p><i>Artifacts may include:</i></p> <ol style="list-style-type: none"> <li>a. Classroom and group Mindsets &amp; Behaviors action plan</li> <li>b. Closing-the-gap action plan/results report</li> <li>c. Lesson plans</li> <li>d. Annual calendar (details of specific school counseling events for the year)</li> </ol>	
2. Provides appraisal and advisement in classroom/large-group, small-group and individual settings	
<p><i>Demonstration includes:</i></p> <ol style="list-style-type: none"> <li>a. Develops strategies to provide appraisal and advisement to students and families about attaining the ASCA Mindsets &amp; Behaviors for Student Success</li> <li>b. Uses assessments to help students understand their abilities, values and career interests</li> </ol>	

<ul style="list-style-type: none"> <li>c. Includes career opportunities, labor market trends and global economics to help students develop immediate and long-range plans</li> <li>d. Helps students cross reference individual assessment results (e.g., MBTI, Holland Code, ASVAB, O*Net) with occupational/career goals</li> <li>e. Helps students understand how academic performance relates to the world of work, family life and community service</li> <li>f. Helps students understand the importance of postsecondary education and/or training as a pathway to a career</li> <li>g. Helps students and families navigate postsecondary awareness, exploration, admissions and financial aid processes</li> <li>h. Connects students to workplace experiences to deepen understandings and explore career interests</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Completed graduation plans</li> <li>b. Completed postsecondary plans</li> <li>c. Completed career interest inventories with lesson plans showing appraisal and advisement activities</li> <li>d. Completed strengths inventories with lesson plans showing appraisal and advisement activities</li> <li>e. Completed field trips to communication organizations, businesses and postsecondary institutions</li> </ul>	
<p><b>3. Provides short-term counseling in small-group and individual settings</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Uses data to identify students in need of counseling intervention</li> <li>b. Provides support for students, including individual and small-group counseling, during times of transition, heightened stress, critical change or other situations impeding student success</li> <li>c. Explains the difference between appropriate short-term counseling and inappropriate long-term therapy</li> <li>d. Explains the impact of adverse childhood experiences and trauma, and demonstrates techniques to support students who have experienced trauma</li> <li>e. Responds with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Classroom and group Mindsets &amp; Behaviors action plan</li> <li>b. Group lesson/session plans</li> <li>c. Presentations to faculty/staff, parents, students, other school stakeholders on trauma-informed practices</li> <li>d. Crisis response "pack" or bag/box</li> <li>e. Participation/membership on district crisis response teams</li> </ul>	
<p><b>4. Makes referrals to appropriate school and community resources</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Maintains a list of current referral resources, consistent with school and district policies, for students, staff and families to effectively address academic, career and social/emotional issues</li> <li>b. Communicates the limits of school counseling and the continuum of mental health services</li> <li>c. Articulates why diagnoses and long-term therapy are outside the scope of school counseling</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. List of school and community referral sources</li> <li>b. School-counselor-developed school counseling brochure</li> </ul>	
<p><b>5. Consults to support student achievement and success</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Gathers information on student needs from families, teachers, administrators, other school staff and community organizations to inform the selection of strategies for student success</li> </ul>	



<ul style="list-style-type: none"> <li>b. Shares strategies supporting student achievement with families, teachers, administrators, teachers, school staff and community organizations</li> <li>c. Consults with school counselors and other education and counseling professionals when questions of school counseling practice arise</li> <li>d. Facilitates in-service training or workshops for families, administrators, other school staff, teachers or other stakeholders to share school counseling expertise</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Presentation materials from school-counselor-led trainings or workshops</li> <li>b. Materials developed for dissemination to stakeholders (e.g., why school attendance matters, how to help with homework, why mentoring works, etc.)</li> <li>c. Schedule of parent programs</li> <li>d. Member of school leadership team, data team, etc.</li> </ul>	
<p>6. Collaborates with families, teachers, administrators, other school staff and education stakeholders for student achievement and success</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Partners with others to advocate for student achievement and educational equity and opportunities</li> <li>b. Explains the potential for dual roles with families and other caretakers</li> <li>c. Identifies and involves appropriate school and community professionals as well as the family in a crisis situation</li> <li>d. Supervises school counseling interns consistent with the principles of the ASCA School Counseling Professional Standards &amp; Competencies</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. List of groups that partner with the school counseling program</li> <li>b. List of committee involvement in school, district or community focused on student success</li> </ul>	
<p><b>Observations and comments:</b></p>	
<p><b>Description</b></p>	<p><b>Rating 0-3</b></p>
<p><b>Behavior: Planning and Assessment</b></p>	
<p>1. Creates school counseling program beliefs, vision and mission statements aligned with the school and district</p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Analyzes personal, school, district and state beliefs, assumptions and philosophies about student success</li> <li>b. Composes a personal beliefs statement about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission</li> <li>c. Analyzes the school's vision and mission statements</li> <li>d. Creates a school counseling vision statement describing a future world where student outcomes are successfully achieved</li> <li>e. Creates a school counseling mission statement aligned with school, district and state missions</li> <li>f. Communicates the school counseling program's vision and mission to administrators, teachers, other school staff and stakeholders</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Belief statements aligned with mindsets from ASCA Professional Standards &amp; Competencies</li> </ul>	



<ul style="list-style-type: none"> <li>b. Vision statement describing what the school counselor hopes to see in students five-15 years in the future</li> <li>c. Mission statement aligned with school and district mission statement</li> <li>d. Posting of vision/mission statements in school counseling office, on school counseling website and in school counseling brochures</li> </ul>	
<b>2. Identifies gaps in achievement, attendance, discipline, opportunity and resources</b>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Collects and analyzes data to identify areas of success or gaps between and among different groups of students in achievement, attendance, discipline and opportunities</li> <li>b. Reviews, disaggregates and interprets student achievement, attendance and discipline data to identify and implement interventions as needed</li> <li>c. Creates goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Disaggregated data reports highlighting gaps between and among different groups of students in achievement, attendance, discipline and opportunities</li> <li>b. Goals addressing achievement, opportunity and/or information gaps</li> <li>c. School data summary worksheet</li> <li>d. Annual student outcome goal plan worksheet</li> <li>e. Closing-the-gap action plan/results report</li> </ul>	
<b>3. Develops annual student outcome goals based on student data</b>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Uses achievement, attendance and/or discipline data to create annual student outcome goals aligned with school improvement plans</li> <li>b. Writes goals in a measurable format, such as the SMART goal format, and includes baseline and target data within the goal statement</li> <li>c. Uses student data and results from survey tools to monitor and refine annual student outcome goals</li> <li>d. Communicates annual student outcome goals to administrators, teachers, other school staff and stakeholders</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Annual student outcome goals written in a SMART goal format including baseline and target data</li> <li>b. Annual student outcome goal plan worksheet</li> <li>c. Annual results reports</li> </ul>	
<b>4. Develops and implements action plans aligned with annual student outcome goals and student data</b>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Designs and implements school counseling action plans aligned with school and annual student outcome goals and student data</li> <li>b. Determines appropriate students for the target group of action plans based on student, school and district data</li> <li>c. Identifies appropriate ASCA Mindsets &amp; Behaviors for Student Success addressing needs identified in action plans</li> <li>d. Selects evidence-based curricula and activities to accomplish objectives, or selects/develops other materials informed by research and best practice if evidence-based materials do not exist</li> <li>e. Identifies appropriate resources needed to implement action plans</li> <li>f. Identifies intended impact on academics, attendance and discipline as result of action plan implementation</li> <li>g. Explains basic research sampling, methodology and analysis concepts as they relate to research outcomes and action research</li> </ul>	

<p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Classroom and group Mindsets &amp; Behaviors action plan and results reports</li> <li>b. Closing-the-gap action plan/results reports</li> <li>c. Annual and weekly calendars</li> <li>d. Annual student outcome goal plan worksheet</li> <li>e. Annual administrative conference template</li> </ul>	
<p><b>5. Assesses and reports program results to the school community</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Explains concepts related to program results and accountability within the school counseling program</li> <li>b. Reviews progress toward annual student outcome goals</li> <li>c. Analyzes data to assess school counseling program effectiveness and to inform program development</li> <li>d. Collaborates with members of the school counseling team and with administration to decide how school counseling programs are assessed and how results are shared</li> <li>e. Uses data to demonstrate the value the school counseling program adds to student achievement</li> <li>f. Uses presentation skills to share effectiveness data and results of action plans and activities with administrators, advisory councils, teachers, faculty and staff, families, school boards and stakeholders</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Presentation materials with data from school counseling activities</li> <li>b. School data summary worksheet</li> </ul>	
<p><b>6. Uses time appropriately according to national recommendations and student/school data</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Articulates the distinction between direct and indirect student services</li> <li>b. Assesses use of time in direct and indirect student services and program management and school support to determine how much time is spent in each school counseling program component</li> <li>c. Articulates the best use of a school counselor’s time to meet student needs as identified through student data and annual student outcome goals</li> <li>d. Organizes and manages time to effectively implement the school counseling program using skills including scheduling, publicizing and prioritizing time</li> <li>e. Creates annual and weekly calendars to plan activities reflecting annual student outcome goals</li> <li>f. Identifies, evaluates and participates in fair-share responsibilities</li> </ul> <p><i>Artifacts may include:</i></p> <ul style="list-style-type: none"> <li>a. Use-of-time calculator assessment completed with time percentages in direct and indirect student services (80% or more) and program planning and school support (20% or less)</li> <li>b. Annual administrative conference template and meeting notes</li> <li>a. Annual and weekly calendars</li> </ul>	
<p><b>7. Establishes agreement with the principal and other administrators about the school counseling program</b></p>	
<p><i>Demonstration includes:</i></p> <ul style="list-style-type: none"> <li>a. Completes annual administrative conference templates for the school counseling program with other members of the school counseling staff</li> <li>b. Discusses school counseling annual administrative conference template with the principal and/or supervising administrator to formalize the delivery, management and assessment of the school counseling program</li> </ul>	

<p>c. Explains and models the appropriate role of the school counselor and the organization of the school counseling program</p> <p>d. Explains annual student outcome goals, their basis in student data and their alignment with the school improvement plan</p> <p>e. Advocates for the appropriate use of school counselor time based on national recommendations and student needs</p> <p>f. Finalizes the annual administrative conference template after presentation to and discussion with the principal and/or supervising administrator</p> <p><i>Artifacts may include:</i></p> <p>a. Completed annual administrative conference template signed by the administrator in charge of the school counseling program and the school counselor</p>	
<b>8. Establishes and convenes an advisory council for the school counseling program</b>	
<p><i>Demonstration includes:</i></p> <p>a. Determines appropriate education stakeholders for representation on the advisory council</p> <p>b. Develops effective and efficient advisory council meeting agendas to inform stakeholders about the school counseling program</p> <p>c. Explains and discusses school data, school counseling program assessment and annual student outcome goals with the advisory council</p> <p>d. Records advisory council meeting notes, and distributes as appropriate</p> <p>e. Analyzes and incorporates feedback from the advisory council related to annual student outcome goals as appropriate</p> <p><i>Artifacts may include:</i></p> <p>a. List of representatives on the advisory council with their positions</p> <p>b. Agenda from advisory council meetings</p> <p>c. Minutes from advisory council meetings</p> <p>a. Presentation materials from advisory council meetings (e.g., handouts, infographics, slides, etc.)</p>	
<b>9. Uses appropriate school counselor performance appraisal process</b>	
<p><i>Demonstration includes:</i></p> <p>a. Explains and advocates for appropriate school counselor performance appraisal process based on school counselor standards and implementation of the school counseling program</p> <p>b. Explains how school counseling activities fit within categories of a performance appraisal instrument</p> <p>c. Utilizes components of the ASCA National Model to document data-informed, student-focused activities that demonstrate evidence of meeting standards of performance appraisal instruments</p> <p><i>Artifacts may include:</i></p> <p>a. Completed performance appraisal aligned with the ASCA Professional Standards &amp; Competencies</p> <p>b. Artifacts demonstrated completion or progress toward completion of components of the ASCA National Model</p> <p>c. Recognized ASCA Model Program (RAMP) application</p>	
<b>Observations and comments:</b>	

