The Texas Model for
Comprehensive School
Counseling Programs, 5th ed.

Texas School Counseling Association Conference
Arlington, TX
February 13, 2017
TCA Model Guide Task Force
Elias Zambrano, Chair
Ernest Cox Jr., Scott Kessel, Eunice Lerma, Le’Ann Solmonson, Lisa A. Wines
Introduction of Project and Task Force

• Introduction of TCA Model Guide Task Force Members
  • Elias Zambrano, Chair
  • Ernest Cox Jr., Scott Kessel, Eunice Lerma, Le’Ann Solmonson, Lisa A. Wines
  • A total of 114 years of experience in school counseling

• Rationale and Overview of the Project
  • Timeline
  • History
  • Why now?
Session Objectives

The purpose of today’s presentation overview is to:

- Introduce participants to the revision of the *Texas Model for Comprehensive School Counseling Programs*
- Provide an overview and sample activities in the revised model content
Who Are You?

1. Elementary School Counselors
2. Middle School Counselors
3. High School Counselors
4. Directors/Program Leaders of School Counseling Programs
5. Counselor Educators
6. Graduate Students
7. School Administrators
Model Guide Development Process

• Identification of Task Force Members and approval of TCA Board
• Development of timeline for completion of project
  • July 2015 conference call
    • Selection of and expertise of task force members
    • Identification of assigned sections
  • September-November, 2015 person to person meetings
    • Identification of elements of previous Guide to keep and need for updates
    • Creation of new sections and restructuring of student competency areas
    • Reviewed section drafts and suggested further revisions
    • Planning for TSCA 2016 Learning Institute
  • December 2015-Initial meeting with TEA Associate Commissioner
  • January/February-Model Guide presentations
  • April 2016-Second meeting with TEA Associate Commissioner
  • Summer 2016-Introduction-Section IV review/revised by TEA
  • August-October, Section VI under TEA review
## Overview of Changes

### Existing Guide
- Basis for CDGCP
- Program Model
- Responsibilities of School Counselors
- The Scope and Sequence of a Guidance Curriculum
- Implementation Process
- Evaluation Process

### Revised Guide
- Introduction to Guide
- School Counselor Responsibilities
- Implementation Process/Cycle
- Foundational Components
- Program Structure: Service Delivery Components
- Counseling Program Scope and Sequence
Introduction
Introduction to Model Guide

• Establishes the need for a comprehensive program
• Identifies unique training and qualifications of School Counselors
• Describes the benefits of a comprehensive, developmental counseling program
• Establishes the School Counselor’s role as an integral part of the overall educational, personal, social, and career development of students
Format of Introduction

• Purpose of the Guide
• History of the Guide
• *Statutory Requirements Related to School Counseling
• *Related Code of Ethics (Educators code, ACA, ASCA)
• *For Whom the Guide is Intended
• What is Included in the Guide
• Rationale for the Guide
• Definition of a Comprehensive School Counseling Program
• Assumptions of the Guide
• References
Purpose of the Guide

• Describe the Texas Model for Comprehensive School Counseling Programs
• Outline process for tailoring programs to meet diverse needs of Texas public schools
• Act as a resource to identify quality program standards/goals to enhance counseling programs
• Reflect transformation of school counseling profession
• Provide framework for transforming individual and district level school counseling programs
History of the Guide

1990
• TEA Guidance Advisory Committee defined counseling programs in Texas public schools and established goals

1991
• First Guide introduced by TEA

1995
• Incorporated into TEC as requirement for all elementary schools chosen for grant project

1997
• 2nd ed. published to reflect changes in the professional and statutory requirements

1998
• 3rd ed. released reflecting language changes related to stakeholder concerns

2001
• TEC Chapter 33 created statutory requirement for all Texas public schools to implement a comprehensive program

2004
• 4th ed. released at recommendation of TEA Guidance Advisory Committee for update to reflect current needs of Texas students

2015
• TCA response to School Counselors requesting update to reflect evolution of the profession and statutory requirements
# Statutory Requirements

<table>
<thead>
<tr>
<th>Statutory Reference</th>
<th>Topic</th>
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<tbody>
<tr>
<td>TAC §239.15, TEC §21.003</td>
<td>Standards for obtaining CSC, certification required</td>
</tr>
<tr>
<td>TEC §21.003</td>
<td>Continuing education requirements</td>
</tr>
<tr>
<td>TEC §33.003-33.007</td>
<td>Duties of CSC and components of CSCP</td>
</tr>
<tr>
<td>TEC §21.356</td>
<td>Update of CSC duties and evaluation form</td>
</tr>
<tr>
<td>TEC §37</td>
<td>DAEP requirements for counseling</td>
</tr>
<tr>
<td>TEC §11.252</td>
<td>Suicide &amp; violence prevention, conflict resolution</td>
</tr>
<tr>
<td>TEC §28.025</td>
<td>Advisement on diploma options</td>
</tr>
<tr>
<td>TEC §28.026</td>
<td>College admission and financial aid notifications</td>
</tr>
<tr>
<td>TEC §28.054</td>
<td>Subsidies for AP and IB tests</td>
</tr>
<tr>
<td>TEC §29.911</td>
<td>Generation Texas Week</td>
</tr>
<tr>
<td>TEC §38.010</td>
<td>Referral to outside counselor</td>
</tr>
</tbody>
</table>
Purposeful Redundancy

• Intentional decision to repeat elements throughout the guide
• Provides reinforcement of critical elements
• Designed to be utilized for individual and district level application
• Example:
  • Rationale
  • Definition
  • Assumptions
  • Resources Needed
Section I
School Counselor Responsibilities
Section I: School Counselor Responsibilities

- School Counselor characteristics and training
- Updated TEMPSC II School Counselor Responsibilities- TEC 33.006, Professional Behaviors and Standards
  - Updated areas of focus-data collection/utilization; diversity and cultural needs; cultural/linguistic bias in assessment tools; use of assessment tools within practice scope and policy; reflective professional practice
- *Addition of two new responsibilities:
  - Advocacy-respect for diversity; students; safe schools; comprehensive program implementation; eliminate impediments to student success; appropriate school counselor roles
  - Leadership-program implementation; personal/social needs of students; diverse needs of students
- *Sample Job Description utilizing counselor responsibilities
Section II
Program Implementation Cycle
A Roadmap for Enhancing Your Program
Section II: Program Implementation Cycle

Organizing

Planning

Evaluating

Implementing

Designing
Section II: Program Implementation Cycle

Explanation of Cycle Steps:

• Organizing-Commit to change; identify leadership
• Planning-Adopt the CSCP model; assess current program
• Designing-Establish/publish program design; master plan for change
• Implementing-Make program improvements; use school counselor competencies
• Evaluating-changes made; program design; implementation; professional school counseling staff

*This section comes earlier in the manual to introduce the subsequent sections. It provides the outline for moving or enhancing the existing program to the comprehensive model.*
Section III
Foundational Components
Section III: Foundational Components

*How to* develop and use needs assessment and program evaluation data to develop campus/district program:

- *Mission Statement*
- *Definition*
- *Rationale*
- *Program Assumptions*
- *Program goals (SMART goals)*
- *Desired Program Design Priorities*
- *Program Evaluation*

*For each foundational component and related goals, priorities, evaluation, step by step instructions and structured opportunities to practice articulation of each is provided.*
Creating a Mission Statement

- Does the program mission statement align with the campus’ mission statement?
- Does it align with the overall district’s mission statement?
- Does it identify who the program serves?
- Does it indicate access for all students?
- Is it concise and easily communicated?
Defining the Campus Program

Elements that define your campus program include:

- Who delivers the campus program?
- What competencies will students attain?
- What clients are served through the program?
- How is the program organized?
Developing Rationale for Your Campus Program

Points to consider when developing rationale:

- The importance of the school counseling program as an equal partner in the educational process
- The reasons why students need to acquire competencies
- Why the program will enable students to develop their full potential
- Conclusions that can be drawn from various assessments
- Clarification of campus goals
Program Assumptions

- Establishes conditions required for development and implementation of program
- Identifies resources needed
  - Staff
  - Program and Staff Development
  - Budget
  - Materials, Supplies, and Equipment
  - Facilities
Establishing Goals of the Campus Counseling Program

SMART Goal development

- **Specific** – Make things explicit so there is not room for misinterpretation; What will the outcome be? Who will be responsible?
- **Measurable** – Defining the criteria or evidence so as to indicate the outcome desired; How will we know when we’ve achieved our goal?
- **Achievable** – Goals should be stretching and ambitious, but not unattainable; Is the goal within my control? Can we do this with the resources we have?
- **Relevant** – Goals should be related to the overall goals of the campus and/or district; Is this goal supporting the campus improvement plan? Is it creating conflict with any other campus or district goals?
- **Time-bound** – Setting a deadline by which the goal will be accomplished; When do we need our goal to be accomplished? Are there factors driving or inhibiting the timeline of our goal?
Establishing Goals of the Campus Counseling Program

Data sources for goal development

- AEIS reports
- TAPR reports
- SBDM plans
- PEIMS reports
- College enrollment reports
- Use-of-time logs
- Needs assessments
- Others?
Program Goals

Use the box below to make notes regarding what data points you have reviewed at your campus, what patterns or areas of significance you find, and which of these can be addressed through the school counseling program.

What data points did you review?

What patterns did you find in your data points?

What areas of significance did you find in your data points?
Program Design Priorities

Desired program design elements should be prioritized to assure the program areas most closely aligned with the established goals are given the greatest consideration during development and implementation of the program.

Prioritizing the following elements:

- Clients to be served (students, parents, teachers, administrators, others)
- Competencies (interpersonal, intrapersonal, personal health & safety, postsecondary planning & readiness)
- Counselor competencies (program management, guidance, counseling, consultation, coordination, student assessment, advocacy, leadership, professional behavior, professional standards)
- Program components (guidance, responsive services, individual planning, system support)
Program Evaluation

Following in the path of these foundational components will set the course and lead the way to an incredibly successful comprehensive school counseling program. However, it will be necessary to regularly evaluate the effectiveness of the program to ensure that each of the foundational components and the program goals are still sound and in line with the needs of the students and the direction of the campus.

- Re-examining data points
- Perception surveys
- Program audits
Section IV
Program Description
Four Service Delivery Components of the Texas Model for Comprehensive School Counseling Programs

1. Guidance Curriculum
   - To help all students develop transferable skills in all areas.
   - The guidance curriculum is taught in units, through differentiated learning activities in the classroom with planned lessons for various sized groups of students.

2. Responsive Services
   - To intervene on behalf of those students whose immediate personal concerns or problems put their continued educational, career, personal, and social development at risk based on the level of need being either preventive, remedial, or crisis.

3. Individual Planning
   - To guide all students as they plan, monitor, and manage their own educational, career, personal, and social development.

4. System Support
   - Services and management of activities which indirectly benefit students.
   - Data Analysis and Accountability services to assure the delivery of a high quality guidance program.
Section IV: Program Description

Program Structure: the four service delivery components (TEC 33.005)
• Components’ overview and definitions
• Blow-Out Graphics
• Comprehensive school counseling and Response to Intervention
• Guidance Curriculum: Scope/Sequence;
• Responsive Services: Levels of service-preventive, remedial, crisis; Stakeholder roles; Related responsive service topics
• Delineated Stakeholder roles (Counselor, Teacher, Parent, and Administrator)
• Expansion of service delivery components
Expansion of Former Concepts

• System Support
  • Program Balance and Recommended Service Distributions
  • Program Management Activities
  • Data and Accountability Services

• Non-Counseling Duties (System Support versus Non-Counseling Duties)
  • Appropriate versus Inappropriate Activities for School Counselors
The School Counseling Pyramid for Comprehensive and Direct Services

• Begin with comprehensive services to all students to specialized interventions based upon identified student needs

• Four Tiers
  • Tier One: All Students Receive Access
  • Tier Two: More Specific/Intentional Services
  • Tier Three: Identification of Specific Students
  • Tier Four: Specialized Services and Referrals
The **School Counseling Pyramid** for Comprehensive and Direct Services

- **Foundation**: Continuous school improvement
- **Tier One**: Guidance Curriculum (Comprehensive Services for All Students)
- **Tier Two**: Intentional and Specific: Guidance Curriculum, Small Groups, and Individual Planning
- **Tier Three**: Small Group and/or Individual Support
- **Tier Four**: Specialized Interventions

**Responsive Services**

**Individual Planning**

**System Support**
Guidance Curriculum

• School Counselor Considerations
  • Needs of campus
  • Creation of lessons based on state initiatives, district policy, laws, and education codes
  • Awareness to diverse student populations and differentiated instruction
Responsive Services

• The purpose of responsive services is to support students and offer services in their time of need. Similarly, responsive services can have three levels for school counselor intervention: prevention, remedial, or crisis responses.

• Streamlined the topics that have been identified as high priority topics at the state and local levels.
Responsive Services

• Examples:
  • Preventive Services
    • A student is beginning to exhibit academic challenges in school, which inevitably could affect relationships and school performance.
  • Remedial Services
    • A student is returning to campus after a placement at the alternative school for substance use.
  • Crisis Services
    • The school counselor notices bruises on a student’s arms. When inquiring about these marks, the student discloses that there are more bruises that have been inflicted by a frustrated caregiver. The school counselor must immediately take action.
Individual Planning

• The purpose of individual planning is to assist students, with focused attention, toward their personal goals. Students need opportunity to monitor and understand their own educational, career, personal, and social development, while considering individual need, specialized circumstances/services, and cultural implications.
System Support

• System support is essential to the total school counseling program. System support consists of management activities that establish, maintain, and enhance the total school counseling program. System support can be categorized into three areas:

  • Program Management Activities,
  • Appropriate Student Support Activities, and
  • Data Analysis and Accountability Services.
System Support

• Program Management-Indirect services including time allocated to assess needs, plan, design, implement, and evaluate elements of a comprehensive school counseling program,
  
  *Example*-the school counselor develops a needs assessment; sends the assessment to stakeholders; gathers the data; disaggregates the data; identifies the priorities; creates a weekly, monthly, and annual calendar based on priority areas;
  
• Student Support Services- indirect activities that support students’ academic, career, social/personal development and make appropriate use of school counselors’ training and expertise.
  
  *Example*-the school counselor presents a series of parent sessions to increase awareness of adolescents’ developmental characteristics and needs.
### Program Management: Organization

**Department of Guidance and Counseling**

<table>
<thead>
<tr>
<th>MONTH</th>
<th>Guidance Curriculum</th>
<th>Responsive Services</th>
<th>Individual Planning</th>
<th>System Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td><strong>High School: Interpersonal Effectiveness</strong> (Decision Making, Goal-setting, Planning, Problem-solving skills)</td>
<td>• Individual counseling</td>
<td>• Goal setting (behavior, academic, social, personal)</td>
<td>• Coffee with the Counselor</td>
</tr>
<tr>
<td></td>
<td>• Lessons focus on time management, study skills, problem solving</td>
<td>• Screen &amp; Interview students for small group counseling</td>
<td></td>
<td>• Counselor Weekly Meetings</td>
</tr>
<tr>
<td></td>
<td><strong>Elementary/Middle School: Interpersonal Effectiveness</strong></td>
<td>• Receive referrals from parents, teachers, and administrators for child’s academic or personal struggles</td>
<td></td>
<td>• Staff workshop, trainings, and in-service</td>
</tr>
<tr>
<td></td>
<td>• Lessons focus on developing interpersonal relationships.</td>
<td>• Receive student self-referrals</td>
<td></td>
<td>• Evaluating and collecting data on the effectiveness of program activities</td>
</tr>
<tr>
<td></td>
<td><strong>Guidance Curriculum options/Awareness Months:</strong> Hispanic Heritage, German American Heritage, Self-Awareness, Self-Improvement, Children’s Good Manner</td>
<td>• Provide preventive and remedial interventions for crisis on as needed basis</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Parent/Teacher/Administrator consultations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Provide referrals as needed</td>
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</tr>
</tbody>
</table>

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**Domain I: Program Management**
- Domain II: Guidance
- Domain V: Coordination
- Domain VIII: Professional Standards

**Domain III: Counseling**
- Domain IV: Consultation
- Domain V: Coordination
- Domain VI: Student Assessment
- Domain VIII: Professional Standards

**Domain III: Counseling**
- Domain IV: Consultation
- Domain V: Coordination
- Domain VI: Student Assessment
- Domain VIII: Professional Standards
System Support

• Data Analysis and Accountability
  • Data is used to evaluate and demonstrate the effectiveness of the school counseling program in measurable terms
  • 3 types of data to gather and analyze
System Support

- **Process Data** - used to evaluate and provide evidence of how school counselors are allocating time within the four service delivery components and non-counseling duties.

- **Perception data** - allows for the school counselor to measure the knowledge and understanding of stakeholders.

- **Student Outcome Data** - evaluate, discuss, and promote the impact the school counseling program/intervention had on student development. (grade point averages, promotion and attendance rates, and discipline referrals).
Non-Counseling Duties

Comprehensive School Counseling Program

Guidance Curriculum
Responsive Services
Individual Planning
System Support
Non-Counseling Duties

• Non-counseling duties are most clearly defined as administrative or clerical functions.

• Often times the non-counseling related duties can be designated to another staff member.

• Often times school administrators lack knowledge regarding the school counselors’ duties; they tend to assign counselors non-counseling related activities such as lunch duty, discipline, or test administration (Baker, 2001).

• **Non-school-counseling duties take away valuable time from implementing a school counseling program that meets the needs of all students.**
## Appropriate and Inappropriate Activities

### Appropriate Activities for Professional School Counselors

- Individual student academic program planning
- Interpreting cognitive, aptitude and achievement tests
- Providing counseling to students who are tardy or absent
- Providing counseling to students who have disciplinary problems
- Providing counseling to students as to appropriate school dress
- Collaborating with teachers to present school counseling core curriculum lessons
- Analyzing grade-point averages in relationship to achievement
- Interpreting student records
- Providing teachers with suggestions for effective classroom management
- Ensuring student records are maintained as per state and federal regulations
- Helping the school principal identify and resolve student issues, needs and problems
- Providing individual and small-group counseling services to students
- Advocating for students at individual education plan meetings, student study teams and school attendance review boards
- Analyzing disaggregated data

### Inappropriate Activities for Professional School Counselors

- Coordinating paperwork and data entry of all new students
- Coordinating cognitive, aptitude and achievement testing programs
- Signing excuses for students who are tardy or absent
- Performing disciplinary actions or assigning discipline consequences
- Sending students home who are not appropriately dressed
- Teaching classes when teachers are absent
- Computing grade-point averages
- Maintaining student records
- Supervising classrooms or common areas (duty)
- Keeping clerical records
- Assisting with duties in the principal’s office
- Providing therapy or long-term counseling in schools to address psychological disorders
- Coordinating schoolwide individual education plans, student study teams and school attendance review boards
- Serving as a data entry clerk
Program Balance

• In order to identify the right program design and to assess whether change in their current program is needed, campus and district personnel must:
  • quantify the balance of the current counseling program;
  • consider the recommendations that are provided on the following pages; and
  • decide on the balance that fits their students’ and community’s needs.
Program Balance

• Graph worksheets for displaying each of these program designs for each level-elementary, middle/junior high, and high schools-are on the following pages.

• These are generalizations; an appropriate local design should be based on local rationale.
Program Balance Service Distribution

Elementary School Counseling Program
- Guidance Curriculum: 35-45%
- Responsive Services: 30-40%
- Individual Planning: 5-10%

Middle School Counseling Program
- Guidance Curriculum: 35-40%
- Responsive Services: 30-40%
- System Support: 10-15%
- Individual Planning: 15-25%

High School Counseling Program
- Guidance Curriculum: 15-25%
- Responsive Services: 25-35%
- System Support: 15-20%
- Individual Planning: 75%

Non Counseling related activities: 0%
### Recommended Percentages for Program Balance

#### Service Distribution

<table>
<thead>
<tr>
<th>Service Delivery Components</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
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</thead>
<tbody>
<tr>
<td>Guidance Curriculum</td>
<td>35%-45%</td>
<td>35%-40%</td>
<td>15%-25%</td>
</tr>
<tr>
<td>Individual Planning</td>
<td>5%-10%</td>
<td>15%-25%</td>
<td>25%-35%</td>
</tr>
<tr>
<td>Responsive Services</td>
<td>30%-40%</td>
<td>30%-40%</td>
<td>25%-35%</td>
</tr>
<tr>
<td>System Support</td>
<td>10%-15%</td>
<td>10%-15%</td>
<td>15%-20%</td>
</tr>
</tbody>
</table>

#### Current District Program Percentages

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

#### Desired District Program Percentages

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support
Section V
Program Curriculum
Program Curriculum: Changes to Scope and Sequence

• Restructure content areas
• Develop student competency outcomes
• Write goals aligned with new areas
• Identify developmentally appropriate competency indicators
Content Areas

Existing Guide
- Self-confidence development
- Motivation to Achieve
- Decision-making, Goal-setting, Planning, Problem-solving Skills
- Interpersonal Effectiveness
- Communication Skills
- Cross-Cultural Effectiveness
- Responsible Behavior

Revised Guide
- Intrapersonal Effectiveness
- Interpersonal Effectiveness
- Post-Secondary Planning and Career Readiness
- Personal Health & Safety
Scope and Sequence Format

Curricular Scope: Defined student competencies within four content areas:

- **Intrapersonal Effectiveness**
  - Positive student self-concept
  - Effective executive functioning skills
  - Appropriate behavior to the situation and environment
Scope and Sequence Format

Curricular Scope: Defined student competencies within four content areas:

- **Interpersonal Effectiveness**
  
  - Effective interactions with diverse populations
  - Effective and appropriate communication skills
  - Recognition of personal boundaries, individual rights and privacy needs of others
  - Effective conflict resolutions skills
  - Development of healthy relationships
  - Incorporation of wellness practices into daily living
  - Demonstration of resiliency and positive coping skills
  - Possession of assertiveness skills necessary for personal protection
Scope and Sequence Format

Curricular Scope: Defined *student competencies* within four content areas:

- **Post-secondary Planning and Career Readiness**

  - Motivation to succeed in personal endeavors
  - Demonstration of career exploration skills
  - Possession of the knowledge and skills to gather information for the purpose of postsecondary education and career planning.
  - Demonstration of awareness of the importance of postsecondary education
  - Understanding of the relationship of academics to the world of work and to life at home and in the community.
Scope and Sequence Format

Curricular Scope: Defined *student competencies* within four content areas:

- **Personal Health and Safety**
  - Incorporation of wellness practices into daily living
  - Demonstration of resiliency and positive coping skills
  - Possession of assertiveness skills necessary for personal protection
Scope and Sequence Format

Curricular Scope: K-12 goals for each student competency:

• assist school counselors in structuring activities that address student development across K-12 age spans;
• provide guidance in conceptualizing, planning, and delivering program activities;
• Address student awareness, knowledge, and skills
Scope and Sequence Format

Curricular Sequence: Variation of expectations, or *competency indicators*, based on students’ K-12 developmental needs and abilities.

- Primary level
- Intermediate level
- Middle/junior high level, and
- High school level
Scope and Sequence Examples
Scope and Sequence Example: Interpersonal Effectiveness

**Interpersonal Effectiveness**

Students will demonstrate the skills necessary to interact with a diverse population

**Primary**
- Students will appreciate their own culture
  - Express pride in their families
  - Become aware that happiness can come from feeling secure in their own family & cultural group
  - Recognize the traditions/beliefs of their own culture

**Intermediate**
- Students will respect others as individuals and accept them for the cultural membership
  - Recognize there are different languages
  - Respect others as unique individuals
  - Demonstrate awareness of others’ cultural membership
  - Become aware of customs and expectations of others’ cultures

**Middle/High**
- Students will effectively relate with others based on appreciation for differences/similarities
  - Become aware of the meaning of cultural backgrounds
  - Become aware that friends may have different/similar families, beliefs, rules, and traditions
  - Identify differences/similarities between others and themselves
  - Demonstrate appreciation for difference in others

**High School**
- Students will demonstrate the skills necessary to interact with a diverse population
  - Be able to define culture
  - Identify characteristics of the groups to which they belong because of their background, their family, and their heritage
  - Analyze the cultural practices their families appreciate and how they affect their feelings of self worth

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  - Recognize there are different languages
  - Respect others as unique individuals
  - Demonstrate awareness of others’ cultural membership
  - Become aware of customs and expectations of others’ cultures

- Students will effectively relate with others based on appreciation for differences/similarities
  - Discuss differences/similarities among various groups
  - Discuss how understanding & appreciating differences improves how they feel about themselves & their relationships with others
  - Discuss how differences among people relate to the uniqueness of individuals

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Scope and Sequence Example: Intrapersonal Effectiveness

<table>
<thead>
<tr>
<th>Students will have accurate self-concepts</th>
</tr>
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<tbody>
<tr>
<td><strong>Primary</strong></td>
</tr>
<tr>
<td>- Become aware of their personal traits</td>
</tr>
<tr>
<td>- Describe themselves physically</td>
</tr>
<tr>
<td>- Become aware of the importance or liking themselves</td>
</tr>
<tr>
<td>- Develop their self-awareness physically, emotionally, and intellectually</td>
</tr>
<tr>
<td>- Identify some of their strengths and limitations</td>
</tr>
<tr>
<td>- Become aware of their personal traits and characteristics that contribute to the uniqueness of each individual</td>
</tr>
<tr>
<td>- Accept and appreciate their inherent biological and physical attributes</td>
</tr>
<tr>
<td>- Identify their unique traits about themselves</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
</tr>
<tr>
<td>- Demonstrates awareness of what contributes to an accurate self-concept</td>
</tr>
<tr>
<td>- Discuss how strengths and limitations impact their self-concept</td>
</tr>
<tr>
<td>- Describe the information they receive about themselves from standardized measures of achievement, ability, and/or interest</td>
</tr>
<tr>
<td>- Use information and explore their feelings about themselves to determine whether they think their concept of themselves is accurate</td>
</tr>
<tr>
<td>- Demonstrate an understanding of how their school performance contributes to their self-concept</td>
</tr>
<tr>
<td>- Analyze how their relationships with others affect their self-concept</td>
</tr>
<tr>
<td>- Become aware of some of their beliefs and how they contribute to their self-concept</td>
</tr>
<tr>
<td><strong>Middle/High</strong></td>
</tr>
<tr>
<td>- Evaluate their progress towards the development of an accurate self-concept</td>
</tr>
<tr>
<td>- Use self-assessment skills</td>
</tr>
<tr>
<td>- Describe how they manage school/career as an expression of self-concept</td>
</tr>
<tr>
<td>- Identify personal learning style</td>
</tr>
<tr>
<td>- Analyze beliefs in relation to self-concept</td>
</tr>
<tr>
<td><strong>High School</strong></td>
</tr>
<tr>
<td>- Demonstrate acceptance of others, including strengths and limitations</td>
</tr>
<tr>
<td>- Analyze/evaluate their strengths and limitations</td>
</tr>
<tr>
<td>- Describe how the way they manage school/career is an expression of self-concept</td>
</tr>
<tr>
<td>- Evaluate the impact of peer influence, mentors, and societal expectations on beliefs and self-concept</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will appreciate their uniqueness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary</strong></td>
</tr>
<tr>
<td>- Identify similarities/differences between themselves and others</td>
</tr>
<tr>
<td>- Analyze how they feel about their own personal characteristics</td>
</tr>
<tr>
<td>- Discuss individual rights and privileges</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
</tr>
<tr>
<td>- Demonstrate understanding that having positive feelings of self-worth is valuable</td>
</tr>
<tr>
<td>- Demonstrate a positive attitude toward themselves as unique and worthy people</td>
</tr>
<tr>
<td>- Describe awareness of what contributes to feelings of self-worth</td>
</tr>
<tr>
<td>- Discuss their personal standards</td>
</tr>
<tr>
<td>- Demonstrate understanding of how their personal uniqueness is affected by the educational environment</td>
</tr>
<tr>
<td><strong>Middle/High</strong></td>
</tr>
<tr>
<td>- Acknowledge, accept, and appreciate uniqueness in themselves</td>
</tr>
<tr>
<td>- Analyze what contributes to feelings of self-worth</td>
</tr>
<tr>
<td>- Identify their personal standards</td>
</tr>
<tr>
<td>- Identify their work ethics</td>
</tr>
<tr>
<td><strong>High School</strong></td>
</tr>
<tr>
<td>- Analyze when they take responsibility for themselves and when they don’t</td>
</tr>
<tr>
<td>- Make decisions and plans based on understanding of their unique qualities</td>
</tr>
<tr>
<td>- Evaluate their personal standards against their rights</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will develop self-regulation skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary</strong></td>
</tr>
<tr>
<td>- Identify their feelings</td>
</tr>
<tr>
<td>- Become aware of why managing feelings is important</td>
</tr>
<tr>
<td>- Recognize their feelings while they experience them</td>
</tr>
<tr>
<td>- Describe why it is important to take care of their emotions</td>
</tr>
<tr>
<td>- Become aware of how they manage their feelings</td>
</tr>
<tr>
<td>- Develop skills for managing feelings</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
</tr>
<tr>
<td>- Demonstrate awareness of their feelings in various situations</td>
</tr>
<tr>
<td>- Demonstrate skills for handling emotions</td>
</tr>
<tr>
<td>- Define anger appropriately</td>
</tr>
<tr>
<td>- Identify the experiences that create strong feelings</td>
</tr>
<tr>
<td>- Understand how they manage their feelings</td>
</tr>
<tr>
<td>- Identify situations where managing their feelings is difficult</td>
</tr>
<tr>
<td><strong>Middle/High</strong></td>
</tr>
<tr>
<td>- Evaluate the benefits of expressing their feelings to an adult</td>
</tr>
<tr>
<td>- Analyze how they manage their feelings</td>
</tr>
<tr>
<td>- Evaluate how they manage their feelings</td>
</tr>
<tr>
<td>- Explore different ways to manage their feelings that will increase attachment of personal goals</td>
</tr>
</tbody>
</table>
Scope and Sequence Example: Post-secondary Planning and Career Readiness

**Post-secondary Planning and Career Readiness**

Students are motivated to succeed in personal endeavors

**Primary**
- Become aware of what learning is and that they are learners
- Become aware of the benefits derived from learning
- Become aware of their learning interests and develop a balance between learning and leisure
- Participate in the school setting in a positive, active way
- Explain the benefits they derive from learning

**Intermediate**
- Explain the benefits they derive from learning
- Analyze why they choose to learn and predict how learning will continue in the future
- Explain what motivates individuals
- Analyze/evaluate what motivates them
- Express positive attitudes toward work and learning
- Explain how the use of various learning styles improves their school performance
- Explain the importance of developing their academic potential
- Understand the attitudes necessary for success in work and learning

**Middle/High**
- Analyze what contributes to their feelings of competence and confidence
- Analyze the impact of their preferred learning style, their study skills, and habits on their school performance
- Analyze the benefits they derive from learning
- Analyze how their current educational performance will enhance their achieving desired goals
- Express the importance of developing their academic potential
- Understand the attitudes necessary for success in work and learning

**High School**
- Evaluate the benefits they derive from learning
- Explain why they presently learn and predict how learning may continue in the future
- Explain what motivates individuals
- Analyze/evaluate what motivates them
- Express positive attitudes toward work and learning
- Explain how the use of various learning styles improves their school performance
- Explain the importance of developing their academic potential
- Understand the attitudes necessary for success in work and learning
- Assume responsibility for meeting graduation requirements
- Predict how they will use knowledge from school in future life and work
- Explain the relationship between educational achievement and career planning, training, and placement
- Explain how they have used the educational opportunities available in school
- Demonstrate knowledge of the financial aid process
- Identify different types of financial aid assistance (loans, scholarship, etc.)

**Students will develop their own academic potential**

- Become aware of the skills and attributes needed to succeed in school
- Describe the school and the adults who are there to help them
- Participate in school activities
- Explain their likes and dislikes about school
- Become aware of the influence of school on all aspects of their lives
- Feel satisfied from their school environment
- Become aware of the school as both a work setting, a place of academic learning, and of the relationship between education and work
- Become aware that performance in school is related to performance in adult roles

**Students will take advantage of their educational opportunities**

- Describe good study skills/habits which contribute to success in school
- Identify ways they may handle sources of school frustration
- Demonstrate awareness of the importance of educational attainment to career opportunities
- Identify educational opportunities available to them in middle/junior high school
- Identify school subject matter related to potential career

- Identify graduation requirements
- Describe which of the opportunities available in high school are important to them
- Describe the variety of opportunities available in the school setting
- Analyze the relationship between educational achievement and potential career opportunities
- Predict how they will use knowledge from certain subjects in future life and work experience
- Understand the cost associated with postsecondary education is dependent upon the educational pathway chosen
- Assume responsibility for meeting graduation requirements
- Predict how they will use knowledge from school in future life and work
- Explain the relationship between educational achievement and career planning, training, and placement
- Evaluate how they have used the educational opportunities available in school
- Demonstrate knowledge of the financial aid process
- Identify different types of financial aid assistance (loans, scholarship, etc.)
Scope and Sequence Example: Personal Health and Safety

Students incorporate wellness practices into daily living

**Primary**
- Identify healthy activities to do when alone
- Identify things that are healthy and unhealthy

**Intermediate**
- Become aware of the need to have time for themselves
- Become aware of the positive and negative effects of healthy and unhealthy choices

**Middle/High**
- Describe the benefits they derive from taking time for themselves
- Describe methods they use in coping for their physical, intellectual, and emotional health
- Distinguish between things that are helpful and those that are harmful to their physical, intellectual, and emotional health

**High School**
- Evaluate the benefits of taking time for themselves
- Identify their personal limits and boundaries necessary for good self-care

---

Students will understand wellness as an element of healthy functioning

- Define stress
- Describe feelings related to stress
- Demonstrate understanding of stress and conflict and ways of managing these feelings/situations

Students will learn techniques for managing stress

- Identify things that cause stress
- Undertake that personal decisions can result in stress
- Describe appropriate methods for managing stress

- Describe the benefits derived from effective stress management
- Identify internal/external factors which create stress in their lives
- Analyze how they manage stress

- Evaluate their ability to manage stress
Feedback?
Thank you for your participation!
<table>
<thead>
<tr>
<th>Student Competency</th>
<th>Developmental Level</th>
<th>Goal</th>
<th>Competency Indicators</th>
<th>Describe the activities, process, evidence, and/or notes of service delivery component used to support students</th>
</tr>
</thead>
</table>
| Students are motivated to succeed in personal endeavors | Primary | Students will develop their own academic potential. | • become aware of what learning is, the benefit derived of learning, and that they are learners  
• become aware of their learning interests, describe learning that they enjoy most  
• participate in the school setting in a positive/active way  
• explain the benefits they derive from learning  
• become aware of the relationship between learning and effort  
• identify the subject they like/dislike and in which they do well/do poorly  
• become aware of how their interests and beliefs help motivate them in the school setting  
• describe what is important/not important to them in school  
• become aware of the various kinds of tests they take and how the test results can help them set educational goals  
• become aware the success and disappointment are a normal part of life and learning (and that we can learn from our mistakes) | The Counselor will…  
• Customize guidance lessons and target (lesson to be attached):  
  o Manners  
  o Goal setting  
  o Career awareness  
  o Skills and motivation for post secondary preparedness  
• Implement guidance lessons (lesson to be attached) addressing:  
  o Drug awareness  
  o Feeling and emotion regulation/management  
  o Bullying and appropriate relationships - Second Step – grades ___  
  ▪ Skills for living grades ___, unit ___  
  ▪ Emotion management grades ___, unit ___  
• Utilize character counts and/or a character education programs to support students develop soft and character building skills  
• Utilize Paws in jobland or choice 360 and conduct/utilize career assessments and inventories to support students as they explore postsecondary interests  
• Facilitate small groups (lesson to be attached) addressing:  
  o Individual planning with 4th and 5th grade students as they begin to explore course and programs of study and career interests  
• Facilitate Coffee with the Counselor to provide psychoeducation and support to parents as they work with their children building plans for the present and future.  
• Reinforce prosocial behaviors and student academic achievement through awards ceremonies/recognition for  
  o Academics  
  o Attendance, and  
• Character education |
### Scope and Sequence: Post-secondary Planning and Career Readiness K-12

<table>
<thead>
<tr>
<th>Student Competency</th>
<th>Developmental Level</th>
<th>Goal</th>
<th>Competency Indicators</th>
<th>Describe the activities, process, evidence, and/or notes of service delivery component used to support students</th>
</tr>
</thead>
</table>
| **Intermediate**   | Students will develop their own academic potential. | • explain the benefits they derive from learning  
                   • relate their learning abilities to the subjects they are studying  
                   • assume responsibility for their own learning  
                   • demonstrate understanding of the importance of giving maximum effort in school  
                   • become aware that success and failure are parts of life and learning  
                   • identify the subject matter which they like/dislike and in which they do well/do poorly  
                   • apply methods for using motivation and interest for the purpose of modifying weaknesses and limitations while maintaining and improving strengths  
                   • express pride in their intellectual accomplishments  
                   • apply learned study skills successfully  
                   • understand how using a variety of learning styles can improve their school performance | The Counselor will…  
                   • Customize guidance lessons and target (lesson to be attached):  
                     o Manners  
                     o Goal setting  
                     o Career awareness  
                     o Skills and motivation for post secondary preparedness  
                   • Implement guidance lessons (lesson to be attached) addressing:  
                     o Drug awareness  
                     o Feeling and emotion regulation/management  
                     o Bullying and appropriate relationships - Second Step – grades ___  
                       ▪ Skills for living grades ____, unit ____  
                       ▪ Emotion management grades ____, unit ____  
                   • Utilize character counts and/or a character education programs to support students develop soft and character building skills  
                   • Utilize Paws in jobland or choice 360 and conduct/utilize career assessments and inventories to support students as they explore postsecondary interests  
                   • Facilitate small groups (lesson to be attached) addressing:  
                     o Individual planning with 4th and 5th grade students as they begin to explore course and programs of study and career interests  
                     o Facilitate Coffee with the Counselor to provide psychoeducation and support to parents as they work with their children building plans for the present and future.  
                     o Reinforce prosocial behaviors and student academic achievement through awards ceremonies/recognition for  
                       o Academics  
                       o Attendance, and  
                       o Character education |
## Scope and Sequence: Post-secondary Planning and Career Readiness K-12

<table>
<thead>
<tr>
<th>Student Competency</th>
<th>Developmental Level</th>
<th>Goal</th>
<th>Competency Indicators</th>
<th>Describe the activities, process, evidence, and/or notes of service delivery component used to support students</th>
</tr>
</thead>
</table>
| Students are motivated to succeed in personal endeavors | Middle | Students will develop their own academic potential. | • analyze what contributes to their feelings of competence and confidence  
• analyze the impact on their school performance of their preferred learning style, their study skills, and habits  
• analyze the benefits they derive from learning  
• analyze how their current educational performance will enhance/hinder their achieving desired goals  
• express the importance of developing their academic potential  
• understand the attitudes necessary for success in work and learning | The Counselor will…  
• Work with students individually to  
  o create smart goals (supported through weekly progress sheets)  
  o create college and career of study interests  
• Implement character education programs helping student develop soft and character building skills  
• Conduct and facilitate small groups for students who would benefit from additional and more intentional supports. Small groups will include:  
  o “Girls in real life situations”  
• Complete guidance lessons addressing  
  o Motivation to achieve (lesson attached to be attached)  
  o Goal setting and decision making (lesson to be attached)  
  o Being a responsible learner (lesson to be attached)  
  o Perseverance (lesson to be attached)  
  o Utilize second step – grades ____, lesson ____  
• Manage the counseling program and assess data and accountability measures to include:  
  o Pre/Post assessment inventories  
  o Student assessment data (outcome data)  
  o Attendance and behavior data (outcome data)  
  o Before, during, and after intervention data (including the areas above – outcome data)  
• Advocate for the individual and student needs  
Provide psychoeducation and parental support to working with students to meet academic potential |
### Scope and Sequence: Post-secondary Planning and Career Readiness K-12

<table>
<thead>
<tr>
<th>Student Competency</th>
<th>Developmental Level</th>
<th>Goal</th>
<th>Competency Indicators</th>
<th>Describe the activities, process, evidence, and/or notes of service delivery component used to support students</th>
</tr>
</thead>
</table>
| Students are motivated to succeed in personal endeavors | High | Students will develop their own academic potential. | - evaluate the benefits they derive from learning  
- evaluate ways they presently learn and predict how learning may continue in the future  
- explain what motivates individuals  
- analyze/evaluate what motivates them  
- express positive attitudes toward work and learning  
- evaluate how the use of various learning styles improves their school performance  
- predict how their feelings of competence and confidence will help them in the future | The Counselor will…  
- Support and/or facilitate administration of college and career interest inventories and learning style inventories  
- Specifically tailor and implement guidance lessons addressing  
  - Decision making  
  - Motivation to achieve  
  - Learning styles  
  - 4 year plans and relation to preparing students for post secondary opportunities  
  - Exploring narratives of past success – focusing on the feeling and building how success can again be replicated  
- Host “Senior talks” forums and/or a Lecture Series for current and incoming seniors and parents addressing:  
  - Motivation to achieve  
    - Intrinsic and extrinsic  
  - Post secondary opportunities  
  - College admissions process  
  - Financial aid process  
  - Scholarship process  
- Facilitate small groups and individual planning meetings to support students addressing:  
  - Students in need of additional support  
  - Academic and motivational supports  
  - Review student progress (academically/credit), discuss current and future course of study opportunities, and post secondary and career readiness. | Consult and collaborate with teachers/students/parents/stakeholders to discuss academic, personal, social, and emotional needs that impact academic potential. |
FOUNDATIONAL COMPONENTS

ACTIVITY PACKET
DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Ethnic Distribution:</th>
<th>Count</th>
<th>Percent</th>
<th>Campus Group</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>281</td>
<td>33.7%</td>
<td>16.9%</td>
<td>29.8%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>516</td>
<td>61.8%</td>
<td>77.9%</td>
<td>58.1%</td>
<td>43.8%</td>
</tr>
<tr>
<td>White</td>
<td>36</td>
<td>4.3%</td>
<td>3.3%</td>
<td>9.1%</td>
<td>38.7%</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian/Pac. Islander</td>
<td>2</td>
<td>0.2%</td>
<td>1.8%</td>
<td>3.0%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>780</td>
<td>93.4%</td>
<td>93.3%</td>
<td>81.7%</td>
<td>52.8%</td>
</tr>
<tr>
<td>Limited English Proficient (LEP)</td>
<td>362</td>
<td>43.4%</td>
<td>45.5%</td>
<td>29.0%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Students w/Disciplinary Placements</td>
<td>0</td>
<td>0.0%</td>
<td>0.3%</td>
<td>1.7%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Mobility</td>
<td>257</td>
<td>32.9%</td>
<td>23.9%</td>
<td>22.5%</td>
<td>21.0%</td>
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<tr>
<td>Number of Students per Teacher</td>
<td>16.4</td>
<td>n/a</td>
<td>15.8</td>
<td>17.2</td>
<td>14.9</td>
</tr>
</tbody>
</table>
CAMPUS MISSION STATEMENT

Example Middle School is committed to providing a safe learning environment where staff, students, parents, and community accept the responsibility of preparing students for academic success and to face the challenges of the future. Example Middle School's environment of trust and mutual respect for all people reflects our belief that all students can learn. With rigorous and varied academic standards, we will work together to prepare our students to take a role in society as productive citizens and help them develop their personal commitment to learning.

DISTRICT MISSION STATEMENT

High Quality Teaching and Learning for All.
Foundational Components – Information packet [EXAMPLE MIDDLE SCHOOL, EXAMPLE ISD]

**STUDENT COMPETENCIES** *(revised in the Texas Model for Comprehensive School Counseling Programs)*

- Students will have a positive self-concept
- Students utilize effective executive functioning skills
- Students behave appropriately to the situation and environment
- Students interact effectively with a diverse population
- Students utilize effective and appropriate communication skills
- Students recognize personal boundaries, individual rights and privacy needs of others
- Students possess effective conflict resolution skills
- Students develop healthy relationships
- Students are motivated to succeed in personal endeavors
- Students utilize career exploration skills
- Students possess the knowledge and skills to gather information for the purpose of postsecondary education and career planning
- Students will demonstrate the knowledge and skills necessary to make financial decisions related to postsecondary education and career planning
- Students will demonstrate awareness of the importance of postsecondary education
- Students will understand the relationship of academics to the world of work and to life at home and in the community
- Students incorporate wellness practices into daily living
- Students demonstrate resiliency and positive coping skills
- Students possess assertiveness skills necessary for personal protection
CAMPUS SITE-BASED DECISION MAKING GOALS

1. *Example ISD* will have effective communication throughout the community and school district

2. *Example ISD* will have a relationship of trust with students, staff, families, and the community

3. *Example ISD* will have a learning environment that supports student success and high standards of accountability

4. *Example ISD* will have supportive partnerships with families and the community to enhance the positive learning experiences of all students

5. *Example ISD* will have procedures in place to measure and monitor factors that impact the district’s financial condition

6. *Example ISD* will have a positive climate that promotes high expectations for all students, staff, families, and the community
ASSESSMENT DATA

<table>
<thead>
<tr>
<th></th>
<th>Campus Group</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Asian/Pacific Island</th>
<th>Male</th>
<th>Female</th>
<th>Special Ed</th>
<th>Disadvantaged</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/ELA</strong></td>
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<td>80%</td>
<td>81%</td>
<td>83%</td>
<td>75%</td>
<td>86%</td>
<td>&gt; 99%</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>79%</td>
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<td>*</td>
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<td>76%</td>
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<td>80%</td>
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<td>71%</td>
<td>58%</td>
<td>79%</td>
<td>90%</td>
<td>*</td>
<td>*</td>
<td>72%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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<td>88%</td>
<td>88%</td>
<td>79%</td>
<td>83%</td>
<td>77%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>83%</td>
<td>78%</td>
<td>81%</td>
<td>70%</td>
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<td>*</td>
<td>*</td>
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<td>*</td>
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</tr>
<tr>
<td><strong>Science</strong></td>
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<td>61%</td>
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<td>+</td>
<td>+</td>
<td>71%</td>
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<tr>
<td></td>
<td>60%</td>
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<td>46%</td>
<td>38%</td>
<td>24%</td>
<td>43%</td>
<td>*</td>
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<td>*</td>
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</tr>
<tr>
<td><strong>All Tests</strong></td>
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<td>57%</td>
<td>68%</td>
<td>62%</td>
<td>52%</td>
<td>67%</td>
<td>77%</td>
<td>*</td>
<td>*</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>58%</td>
<td>47%</td>
<td>54%</td>
<td>50%</td>
<td>45%</td>
<td>52%</td>
<td>80%</td>
<td>*</td>
<td>*</td>
<td>50%</td>
</tr>
</tbody>
</table>
## STAFF PROFILE

<table>
<thead>
<tr>
<th>Campus</th>
<th>Count</th>
<th>Percent</th>
<th>Group</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Staff:</strong></td>
<td>56.0</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Professional Staff:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>54.0</td>
<td>96.5%</td>
<td>83.5%</td>
<td>62.9%</td>
<td>62.0%</td>
</tr>
<tr>
<td>Professional Support</td>
<td>1.1</td>
<td>2.0%</td>
<td>7.2%</td>
<td>10.5%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Campus Admin. (School Leader.)</td>
<td>2.0</td>
<td>3.6%</td>
<td>3.9%</td>
<td>2.3%</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Educational Aides:</strong></td>
<td>2.0</td>
<td>3.5%</td>
<td>16.5%</td>
<td>6.6%</td>
<td>10.2%</td>
</tr>
<tr>
<td><strong>Total Minority Staff:</strong></td>
<td>41.0</td>
<td>73.2%</td>
<td>61.6%</td>
<td>73.6%</td>
<td>40.3%</td>
</tr>
<tr>
<td><strong>Teachers by Ethnicity and Gender:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>16.0</td>
<td>31.4%</td>
<td>16.9%</td>
<td>39.6%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16.9</td>
<td>33.2%</td>
<td>37.8%</td>
<td>20.3%</td>
<td>18.8%</td>
</tr>
<tr>
<td>White</td>
<td>13.0</td>
<td>25.6%</td>
<td>43.1%</td>
<td>36.7%</td>
<td>71.1%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5.0</td>
<td>9.8%</td>
<td>1.9%</td>
<td>3.4%</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Males</strong></td>
<td>7.0</td>
<td>13.8%</td>
<td>13.4%</td>
<td>24.8%</td>
<td>22.7%</td>
</tr>
<tr>
<td><strong>Females</strong></td>
<td>43.9</td>
<td>86.2%</td>
<td>86.6%</td>
<td>75.2%</td>
<td>77.3%</td>
</tr>
</tbody>
</table>

### Teachers by Years of Experience:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Count</th>
<th>Percent</th>
<th>Group</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>5.0</td>
<td>9.8%</td>
<td>6.2%</td>
<td>7.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>20.0</td>
<td>39.3%</td>
<td>36.3%</td>
<td>32.1%</td>
<td>29.0%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>7.9</td>
<td>15.5%</td>
<td>17.5%</td>
<td>15.5%</td>
<td>18.9%</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>7.0</td>
<td>13.8%</td>
<td>22.4%</td>
<td>22.0%</td>
<td>24.8%</td>
</tr>
<tr>
<td>Over 20 Years Experience</td>
<td>11.0</td>
<td>21.6%</td>
<td>17.5%</td>
<td>23.1%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

| Average Years Experience of Teachers:     | 10.5 yrs. | 10.5 yrs. | 11.9 yrs. | 11.8 yrs. |
| Average Years Experience of Teachers with District: | 7.5 yrs. | 8.1 yrs. | 9.6 yrs. | 7.8 yrs. |
### BUDGET

**PROGRAM INFORMATION**

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
<th>Percent</th>
<th>Campus Group</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/ESL Education</td>
<td>$771,521</td>
<td>24.2%</td>
<td>15.0%</td>
<td>15.8%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Career &amp; Technology Education</td>
<td>$0</td>
<td>0.0%</td>
<td>0.0%</td>
<td>3.9%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Compensatory Education</td>
<td>$304,657</td>
<td>9.6%</td>
<td>16.2%</td>
<td>8.5%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Gifted &amp; Talented Education</td>
<td>$2,402</td>
<td>0.1%</td>
<td>0.7%</td>
<td>1.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Regular Education</td>
<td>$1,704,881</td>
<td>53.5%</td>
<td>59.4%</td>
<td>54.6%</td>
<td>65.1%</td>
</tr>
<tr>
<td>Special Education</td>
<td>$400,870</td>
<td>12.6%</td>
<td>8.6%</td>
<td>13.9%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Other</td>
<td>$1,300</td>
<td>0.0%</td>
<td>0.2%</td>
<td>2.4%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

*function 31, counseling budget = $1,878.75*
## COUNSELOR USE-OF-TIME LOG

| Date   | Classroom Guidance | Small Group Guidance | Individual Counseling | Crisis Intervention | Small Group Counseling | School-related | Personal/family support | Substance related | Relationship/mediation | Academic planning/support | College and career planning/support | Professional development/support | Faculty meetings | Administrative meetings | Consultation: Staff/Admin | Community Outreach/Parent Education | Advisory Council/Committees | Program Management | Activities | Goal Planning/program evaluation | Discipline | Testing coordination | Duty/Other |
|--------|--------------------|----------------------|-----------------------|--------------------|------------------------|-------------------------|------------------|--------------------------|--------------------------|---------------------------|-------------------------------|-------------------------------|---------------------|---------------------|------------------------|-------------------------|--------------------------|-------------------|-------------------------|
| 11/2/15| 2.00               |                      |                       |                    |                        | 1.50                    | 0.50             | 1.00                     | 1.50                     | 0.50                      |                               |                               |                     |                     |                        |                         |                          | 0.50               |                         |
| 11/3/15| 1.50               | 0.50                 | 1.00                  | 0.50               |                        | 1.00                    |                  |                          |                          |                          |                               |                               |                     |                     |                        |                         |                          |                   |                         |
| 11/4/15| 1.00               | 1.50                 | 1.00                  | 0.50               | 0.50                   | 0.50                    | 0.50             |                          |                          |                          |                               |                               |                     |                     |                        |                         |                          |                   |                         |
| 11/5/15| 1.00               | 0.50                 |                      |                    | 1.50                   | 1.00                    | 2.00             |                          |                          |                          | 0.50                          | 0.50                          |                     |                     | 1.00                   |                         |                          | 1.00               |                         |
| 11/6/15| 1.50               | 0.50                 | 1.00                  | 0.50               | 1.00                   | 0.50                    | 0.50             | 0.50                     |                          |                          | 0.50                          | 1.00                          |                     |                     | 1.00                   |                         |                          |                   |                         |
| Total  | 4.50               | 1.50                 | 1.00                  | 2.50               | 1.00                   | 3.50                    | 1.00             | 0.50                     | 2.00                     | 0.50                      | 1.00                          | 1.00                          |                     |                     | 2.50                   |                         |                          | 1.00               |                         |
| Total  | 7.00               |                      | 10.00                 | 8.00               |                        | 9.50                    |                  |                          |                          |                          |                               |                               |                     |                     |                        |                         |                          |                   |                         |
| Percentage| 18%               | 28%                  | 21%                   | 25%                |                        | 9%                      |                  |                          |                          |                          |                               |                               |                     |                     |                        |                         |                          |                   |                         |
### NEEDS ASSESSMENTS

1<sup>st</sup> COLUMN = INTRAPERSONAL EFFECTIVENESS

2<sup>nd</sup> COLUMN = INTERPERSONAL EFFECTIVENESS

3<sup>rd</sup> COLUMN = POSTSECONDARY EDUCATION AND CAREER READINESS

4<sup>th</sup> COLUMN = PERSONAL HEALTH AND SAFETY

<table>
<thead>
<tr>
<th></th>
<th>Knowing what it takes to go to college</th>
<th>Friends</th>
<th>Making and keeping friends</th>
<th>Parents don't understand me</th>
<th>Parents are separated, divorced, or fighting</th>
<th>Interests and aptitudes</th>
<th>Understanding my abilities</th>
<th>Not getting along with a teacher</th>
<th>How to study</th>
<th>Unorganized, don't know how to study</th>
<th>Dealing with stress</th>
<th>Exploring career choices</th>
<th>Worrying about death or problems</th>
<th>Overweight, feeling bad about self</th>
<th>Information about alcohol</th>
<th>Drug abuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>Not important</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>Somewhat important</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>Very important</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>Not really important</td>
<td></td>
</tr>
</tbody>
</table>
1\textsuperscript{st} COLUMN = INTRAPERSONAL EFFECTIVENESS

2\textsuperscript{nd} COLUMN = INTERPERSONAL EFFECTIVENESS

3\textsuperscript{rd} COLUMN = POSTSECONDARY EDUCATION AND CAREER READINESS

4\textsuperscript{th} COLUMN = PERSONAL HEALTH AND SAFETY
<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Column: Intrapersonal Effectiveness</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Column: Interpersonal Effectiveness</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Column: Postsecondary Education and Career Readiness</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Column: Personal Health and Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking for help when it's needed</td>
<td>Making and keeping friends</td>
<td>Managing conflict with others</td>
<td>Managing time better</td>
</tr>
<tr>
<td>Coping with stress</td>
<td>Student health and wellness</td>
<td>High school courses</td>
<td>Educational opportunities</td>
</tr>
<tr>
<td>Choose the most appropriate courses in high school</td>
<td>Solving their own problems</td>
<td>Choosing the most appropriate career opportunities</td>
<td>Exploring career opportunities</td>
</tr>
<tr>
<td>Bullying/cyberbullying</td>
<td>Solving their own problems</td>
<td>High school courses</td>
<td>[EXPLANATION]</td>
</tr>
</tbody>
</table>

To help the school counselor plan the best activities for this school year, please rate each of the following items below to show how important each is to you. Please write a number in the blank white box to the right of that item.

- 4 = Very important
- 3 = Somewhat important
- 2 = Not really important
- 1 = Not important at all

\[METRICS\]
MISSION STATEMENT - activity

When creating or reviewing a mission statement for the guidance and counseling program, school counselors should consider the following factors:

- Does the program mission statement align with the campus’ mission statement?
- Does it align with the overall district’s mission statement?
- Does it identify who the program serves?
- Does it indicate access for all students?
- Is it concise and easily communicated?

Use the space below to write notes or a draft of a mission statement for your counseling program. Collaborate with others as needed. Use the questions above to guide you.
PROGRAM DEFINITION

Following each of the bullets below, write in each of the defining elements for your campus program.

- Who DELIVERS the comprehensive program at your campus? This will certainly include the school counselor, but with the support of administrators, faculty or others, the delivery may be collaborative.
  
  Identify who DELIVERS the counseling program at your campus:

- What COMPETENCIES will students demonstrate as a result of your campus program? Loosely, competencies are observable knowledge, skills, abilities or behaviors that have been developed as a result of some intentional effort. Student competencies are outlined in much more detail in Section V of this guide.
  
  List the COMPETENCIES your students will demonstrate as a result of your campus program:

- What CLIENTS will the school counseling program serve at your campus? Naturally clients will include students, but it is reasonable and likely that additional clients will be served as well.
  
  Identify the CLIENTS that will be served through your campus counseling program:

- What elements go in to making your program ORGANIZED? Having a structure and framework for the school counseling program will help to ensure that unnecessary elements are left out and needed elements are kept in.
  
  Describe the features that make your campus counseling program ORGANIZED:
**PROGRAM RATIONALE - activity**

Use the rubric below to outline the rationale for your campus counseling program:

<table>
<thead>
<tr>
<th>Reflection for rationale</th>
<th>Create statements regarding the rationale for your program</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of your school counseling program as an equal partner in the educational process:</td>
<td></td>
</tr>
<tr>
<td>The reasons why your student need to acquire competencies:</td>
<td></td>
</tr>
<tr>
<td>Why the counseling program at your school will enable students to develop their full potential:</td>
<td></td>
</tr>
<tr>
<td>The conclusions you can draw from various assessments:</td>
<td></td>
</tr>
<tr>
<td>Clarification of the goals of your campus:</td>
<td></td>
</tr>
<tr>
<td>The current theories and professional trends of your program:</td>
<td></td>
</tr>
</tbody>
</table>
**PROGRAM ASSUMPTIONS** - activity

Use the checklists below to assess the conditions and resources that exist at your campus:

<table>
<thead>
<tr>
<th>Check which of the boxes – Yes, No, or Somewhat – best describe whether or not the following CONDITIONS exist as a part of your campus counseling program:</th>
<th>YES</th>
<th>NO</th>
<th>SOMEWHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four delivery system components and professionally certified school counselor exist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students, parents, teachers, and other recipients have equal access to the program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents are full partners in the education of their children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work setting is characterized by a positive work environment, administrative commitment to and support of the program, and an adequate budget exists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School administrators understand and support the program’s priorities and demands</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use the checklists below to assess the conditions and resources that exist at your campus or district.

<table>
<thead>
<tr>
<th>Check which of the boxes – Yes, No, or Somewhat – best describe whether or not the following CONDITIONS exist as a part of your campus counseling program:</th>
<th>YES</th>
<th>NO</th>
<th>SOMEWHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four delivery system components and professionally certified school counselor exist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students, parents, teachers, and other recipients have equal access to the program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents are full partners in the education of their children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The work setting is characterized by a positive work environment, administrative commitment to and support of the program, and an adequate budget exists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School administrators understand and support the program’s priorities and demands</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PROGRAM GOALS** - activity

Use the box below to make notes regarding what data points you have reviewed at your campus, what patterns or areas of significance you find, and which of these can be addressed through the school counseling program.

What data points did you review?

What patterns did you find in your data points?

What areas of significance did you find in your data points?

Use this next box to make notes about your needs assessments. What areas of need seemed to stick out? Was there consistency between the needs described by students? Teachers? Parents? Others?

What were the most significant needs identified in your needs assessments?

What needs were common across the different audiences you conducted needs assessments with?
**PROGRAM GOALS** - activity (cont’d.)

Use the final box below to write out the goals you will set for your program. The quantity of your goals is not as important as the quality of your goals. They should be the driving force behind the actions taken by the school counselor at the campus level at all times.

Goal #1:

Goal #2:

Goal #3: