Arkansas School Counselor Toolkit

Arkansas Department of Education
Division of Elementary and Secondary Education
Guidance and School Counseling

Toolkit Contents

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Lenses of Learning

The Arkansas Department of Education's Vision for Excellence in Education is transforming Arkansas to lead the nation in student-focused education. Implementation of this vision drives significant changes as the department identifies student learning to be a defining characteristic of effective teaching.

Arkansas is committed to students exhibiting evidence of learning through three lenses of application that move students toward competency in multiple disciplines. In order for Arkansas students to graduate college and/or be career ready, they must be **actively-literate, critical thinkers, and engaged in the community.**

The school counselor is able to impact all students in these three areas. Through teaching social and emotional learning skills, which are essential for student success in and out of the school, the school counselor impacts students' ability to access the curriculum being addressed in the classroom. School counselors can support students in developing a strong foundation in the skills identified in the **G.U.I.D.E. for Life**. These skills help students to be more able to manage daily tasks, collaborate and interact with others positively, communicate well, and make positive contributions in the workplace and beyond. School counselors provide students an opportunity to explore and plan for the future to help them understand the relationship between academics, personal competencies, and future aspirations.

Foundation
(Define)

Counselor Action: Who is on Your Team?

PLAN

Include the counselor names and contact information in your Plan. Add any additional school employees who support your Comprehensive School Counseling Program.

Example:
Counselor Name(s)
Other Support Staff Name
Phone
Email
Titles/Roles

School Counseling Standards and Competencies

ASCA School Counselor Professional Standards & Competencies (2019)
https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

ASCA Ethical Standards for School Counselors (2016)
https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

ASCA Mindsets and Behaviors for Student Success: College- and Career-Readiness Standards for Every Student (2014)
https://www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors

G.U.I.D.E. for Life
http://www.arkansased.gov/divisions/learning-services/guide-for-life

Beliefs

Beliefs are personal and individual, and are derived from our backgrounds, culture and experiences. Beliefs drive our behavior (ASCA 2019).

Belief statements identify *why* you do what you do for students.

Questions to consider	What is the impact to your school counseling program?
What do you believe about achievement for all students? What do you believe your role is in working with all students? (responsibilities to students, parents, school, and self) How can you meet the needs of students at varying levels of development? Do you believe the use of data is important to school counseling? If so, how can you use it to develop and implement your comprehensive school counseling program?	How might these beliefs impact your work with students? How might these beliefs impact your comprehensive counseling program? How will you use these beliefs to ensure equitable counseling for all students?

Counselor Reflection and Action

PLAN

Include your belief statements in your comprehensive school counseling plan.

School Counselor Vision Statements

Vision statements are
- Aligned with the school/district vision
- Clearly articulated and easy to communicate
- Diverse in perspective
- Forward/future focused
- Understood and shared by members of the community
- Aspirational

Big picture of what you want to achieve!		
Identify who you are.	Briefly define your future aspiration for the group.	Keep your vision statement short and to the point.

Counselor Reflection and Action

PLAN

Include your vision statement in your comprehensive school counseling plan.

School Counselor Mission Statements

Mission statements are
- Aligned with the school/district mission
- Clearly articulated
- Inclusive
- Outcome oriented

Mission statements describe your mission going forward to help all students achieve their fullest potential through your comprehensive school counseling program.

| Specific statement of how you will achieve the vision!			
WHO is going to be served?	WHAT is going to be done?	WHY is it done – what is the result of your collective actions?	HOW will it be accomplished?

Counselor Reflection and Action

PLAN

Include your mission statement in your comprehensive school counseling program.

Program Goals

Program goals are developed from your data review based on the identified gaps in your school and are used to:
- o Determine where there are student gaps
- o Plan or update the comprehensive school counseling program
  - ▪ it is helpful to consider all sub-populations of students and use more than one year of data if possible in your review
- o Provide equitable school counseling services to ALL students
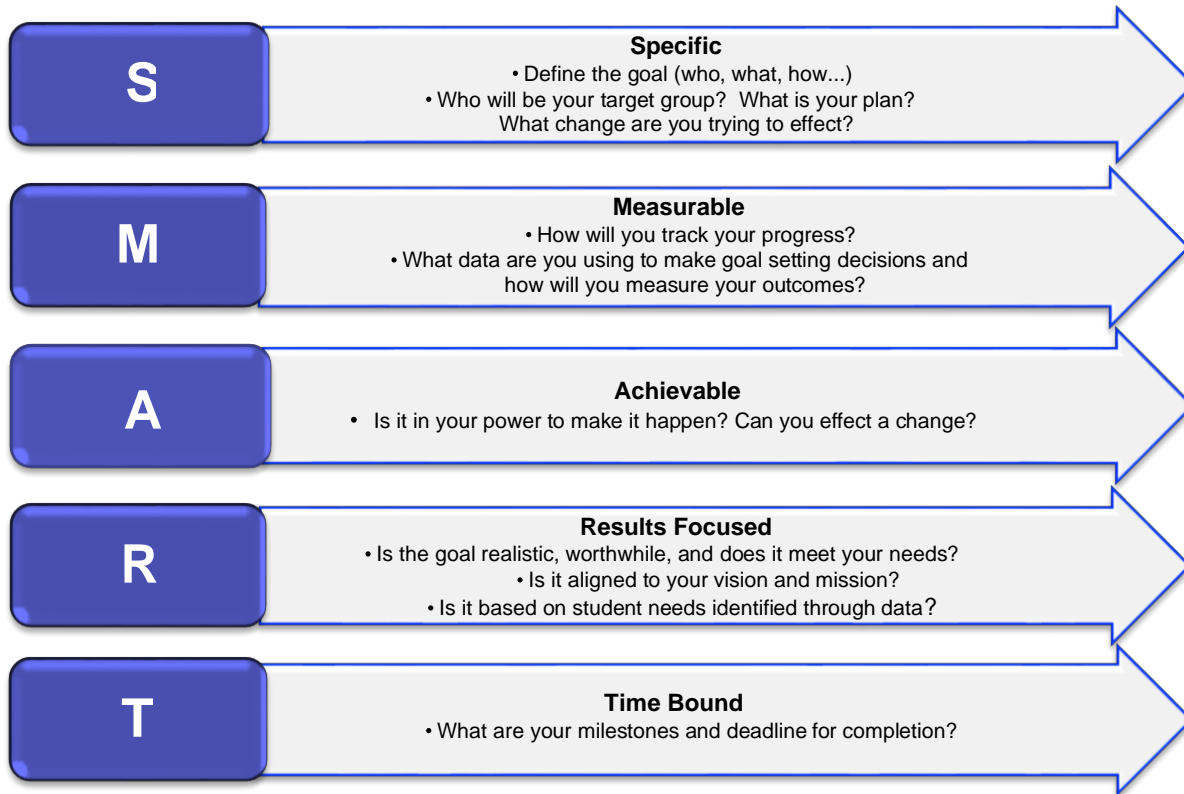- o Support the school/district vision or mission
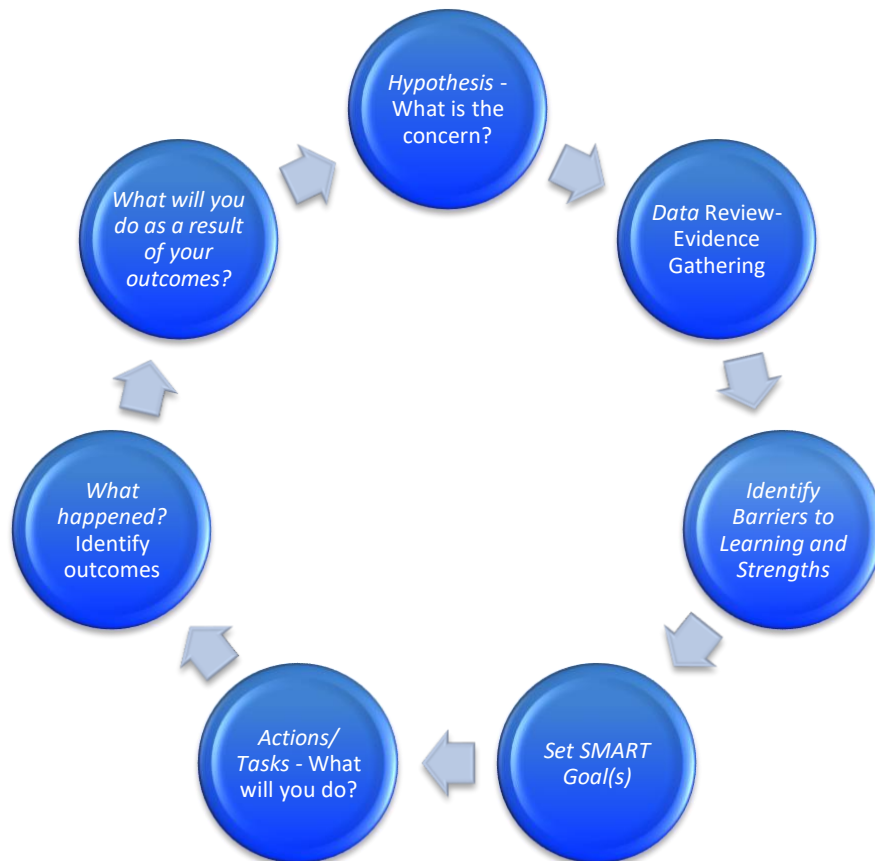
Continuous Goal Setting Cycle

Some data you might consider reviewing:
- o Attendance
- o Assessment results
- o State Report Cards
- o Discipline/safety concerns
- o Gaps identified in other school plans
- o Grades
- o Socio-economic status
- o Migrant student status
- o English Language Learners
- o Drop-out prevention
- o Graduation rates
- o Gender/ethnicity
- o Demographic changes over time

Program goals are developed in a SMART format:
- o Specific
- o Measurable
- o Achievable
- o Results Focused
- o Time Bound

S

Specific
• Define the goal (who, what, how...)
• Who will be your target group? What is your plan?
What change are you trying to effect?

M

Measurable
• How will you track your progress?
• What data are you using to make goal setting decisions and
how will you measure your outcomes?

A

Achievable
• Is it in your power to make it happen? Can you effect a change?

R

Results Focused
• Is the goal realistic, worthwhile, and does it meet your needs?
• Is it aligned to your vision and mission?
• Is it based on student needs identified through data?

T

Time Bound
• What are your milestones and deadline for completion?

Goal Setting Planning Tools:

Arkansas Goal Setting Student Outcomes Worksheet (pages 11-12)
ASCA Student Outcome Goal Plan (pages 13-14)

Data Use in Comprehensive School Counseling

How do counselors use data in school counseling?

Counselors use data to:
- Advocate for student success
- Identify student barriers to learning
- Develop program goals
- Measure goal progress
- Determine effectiveness of the comprehensive school counseling program

The type of data you choose to use should be determined by the information you are seeking. When reviewing your data, consider the analysis you plan to conduct and the story you plan to tell with the outcome.
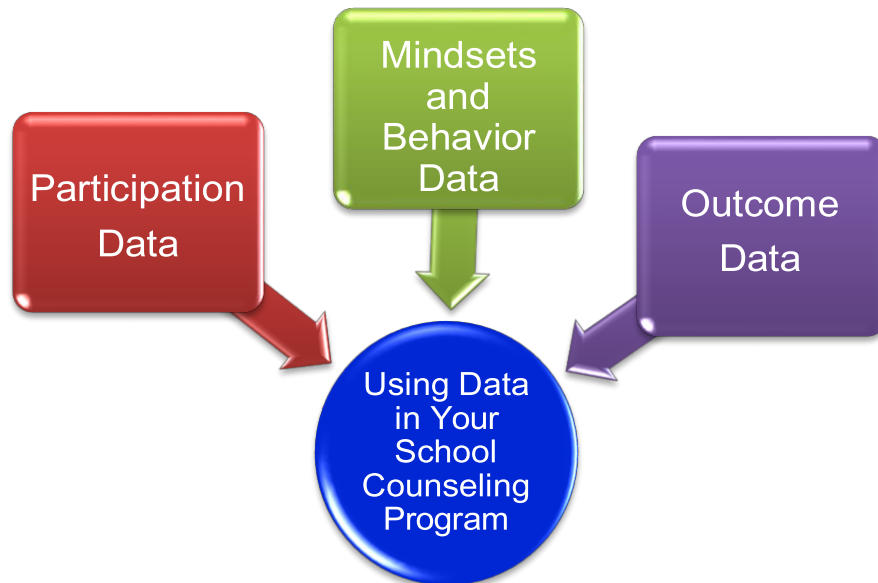
In what area do you want to impact your students?
- Attendance
- Achievement
- Discipline

What skills do you want your students to acquire?
- Attitudes for learning
- Social Emotional Essential Skills
- Knowledge

Types of Data

Participation Data

Mindsets and Behavior Data

Outcome Data

Using Data in Your School Counseling Program

4th Edition Wording
Participation Data has replaced Process Data
Mindsets and Behavior Data has replaced Perception Data
Outcome Data has replaced Outcome/Results Data

Participation/Process Data

Participation data answers the question "what." It describes the activity that is occurring, the target population, and how many students are affected.

Mindsets and Behavior Data/ Perception Data

Mindsets and Behavior data measure how much progress students have made toward developing the Mindsets and Behavior essentials.

Outcome Data or Results Data

Outcome data is used to show if the program, lesson, etc. has made an impact on students (data indicates students are able to apply the mindsets and behaviors you are attempting to address).

Counselor Reflection and Action

PLAN

Include your fully developed student goals in your comprehensive school counseling program. Remember to include the strategies, action steps, data you will use, and desired outcomes for the process. Refer to your Annual Goal Planning Worksheet and Discussion Questions and/ or your ASCA Annual Student Outcome Goal Plan. Make sure your goals are SMART. Consider 1-3 goals annually.

Goal Setting
Student Outcomes Worksheet

What is Your Concern?

Data Review
(Evidence Gathering - How will you measure the impact of your goal on the students?)

Data Review (What are we already doing well)?

Data Review (Where are our barriers to learning, or areas for growth, and who will be our target population)?

SMART Goal(s) (What do you want students to know or be able to do? If this is a school counseling goal, what impact will it have on students?)

Action or Task

Action or Task

Action or Task

What happened? What type of data did you use to measure your goal? Did students make progress, will you continue this goal next year? Will you continue this goal with changes? Will you develop a new or additional goal for next year? Reflecting on this goal, how did it impact your school counseling program this year?
Process or participation data:
Perception or Mindsets and Behaviors data:
Outcome data:

Goal Planning Discussion Questions

	What issues do you think might be important in your school? Are they academic, related to behavior/discipline or attendance? Reflect on potential goals you might want to develop.
	What sources of data will you review?
	What does your data tell you?
	Have you identified areas of strength through the review of your data?
	Have you identified growth, learning barriers, or student needs that should be addressed by your school counseling program through the review of your data?
	Do you have resources to address the areas for growth, learning barriers, or student needs? If this is an area for growth, consider collaborating with others to access resources.
	Have your program goals been developed?
	What is your desired outcome?
	Does your program goal(s) have specific Action Steps or tasks developed that are aligned with the ASCA Mindsets and Behaviors as well as the school and district vision, mission, and school- wide goals?
	Have you clearly articulated your desired program goal outcome and the tools you will use to measure its success?

Annual Student Outcome Goal Plan

A M E R I C A N
S C H O O L
C O U N S E L O R
A S S O C I A T I O N

Academic
Year _____

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

By [_____] , [_____]

            End Date   *Targeted Group*

will [_____]

      (increase/decrease - something related to achievement, attendance, or behavior)

by [_____] from [_____] to [_____]

  Measure of change   *Baseline data*   *Target data*

Supplemental Data:

Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Mindsets & Behavior Data:

Identify one or two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:

M&B#	*Statement*

Based on the selected ASCA Mindsets & Behaviors, write one or two learning objectives/competencies students need to learn.

Student will
Student will

Possible Activities/Strategies/Interventions by School Counselors

Pre-/Post-Assessment:

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

1	2	3	4
Rarely	*Sometimes*	*Most of the time*	*Almost all of the time*

Statement	Scale
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4
Brief answer:	

Manage Your Program

The school counselor uses tools to manage the comprehensive school counseling program. Questions the counselor reflects on:

- What are the strengths of the comprehensive school counseling program?
- What are areas that might need improvement?
- What overarching program goals are needed (long term)?
- What professional development will help me meet my goals?

Tools you may use to develop and assess your program:

- **Arkansas Comprehensive School Counseling Self-Assessment** (Pages 16-21)

- **Use of Time Calculator**
    - **Use-of-Time Calculator/ Arkansas** (Page 22 screenshot)

    - **Use-of-Time Calculator/ ASCA**
      https://www.schoolcounselor.org/school-counselors/asca-national-model/templates-and-resources

- **Administrative Conference**
    - **Arkansas Annual Administrative Conference** (Page 23-24)

    - **ASCA Administrative Conference**
      https://www.schoolcounselor.org/school-counselors/asca-national-model/templates-and-resources

- **Advisory Council Meeting**
    - **Arkansas Advisory Council Meeting** (Page 25)

      ASCA – *Agenda and Minutes Documents*
      https://www.schoolcounselor.org/school-counselors/asca-national-model/templates-and-resources

- **Direct, Indirect, and Administrative Activities** (Pages 28-30)
    - Direct and Indirect Services 90%
    - Administrative Activities 10%

- **Calendars**
    - Year at a Glance (Page 31)
    - Weekly Calendars

Arkansas Comprehensive School Counseling Self-Assessment

	Component One			
Criteria	**Area for Program Growth**	**Developing**	**Area of Program Strength**	**Support Information/ Documents**
		FOUNDATION/DEFINE		
		School Counselors		
The Comprehensive School Counseling Plan includes the name and contact information for all school counselors in the district.				
		Beliefs		
Beliefs have been identified. This includes reflecting on how your beliefs might impact your comprehensive school counseling program and the provision of school counseling services to all students.				*Discussion questions provided on page 5. Beliefs should be reviewed and updated periodically and included in your Comprehensive School Counseling Plan.*
		Vision Statement		
Vision statement is developed, aligned with school/district goals, is clearly articulated, and includes the counseling program's beliefs. It provides a clear picture of student success long term.				*The vision statement should be reviewed annually and included in your Comprehensive School Counseling Plan.*
		Mission Statement		
Mission statement is developed, is aligned with school/district goals, and is clearly articulated. It is student focused and addresses equity and opportunity for all students. The mission statement expresses what your program will provide for your students (academically, socially/emotionally, and for careers).				*The mission statement should be reviewed annually and included in your Comprehensive School Counseling Plan.*
		Program Goals		
What issues do you think might be important in your school? Are they academic, related to behavior, or attendance? Reflect on potential goals you might want to develop.				
Data sources are identified and the process for reviewing the data is developed.				*Things you might consider: discipline/behavior, academics, attendance, demographic data, school and district initiatives, assessment data*
Growth, barriers to learning, or student needs have been addressed by your school counseling program.				*What does the data tell you? (Evidence Gathering - How will you measure the impact of your goal on the students?)*
Data has been reviewed. Areas of strength have been identified.				*What are we doing well?*
Growth, gaps, or student needs have been addressed by your school counseling program.				*(Where are our gaps, or areas for growth, and who will be our target population)?*
Resources are available to address the areas for growth, gaps, or student needs.				*If this is an area for growth, consider collaborating with others to access resources.*
Program goals have been developed and reflect the Vision and Mission Statements.				*SMART Goal (What do you want students to know or be able to do? If this is a school counseling goal, what impact will it have on students?)*

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Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
Action steps or tasks have been developed that are aligned with the ASCA Mindsets and Behaviors, G.U.I.D.E. for Life, and/or school safety concerns.				*These action steps are those implemented by the school counselor(s).*
Student outcomes have been clearly identified and articulated including the tools used to determine student outcomes. School counseling program data will be used to provide direction to the comprehensive counseling program.				*The goals should be updated annually, continued with new strategies and action steps, or completed and new goals developed. The goals and processes are included in the Comprehensive School Counseling Plan.* *What happened? What type of data did you use to measure your goal? Did students make progress? Will you continue this goal next year?* *Will you continue this goal with changes? Will you develop a new or additional goal for next year? Reflecting on this goal, how did it impact your school counseling program this year?* *Process or participation data:* *Perception or Mindsets and Behaviors data:* *Outcome data:*

Component Two

Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
PROGRAM MANAGEMENT/MANAGE				
School Counseling Program Assessment				
The Comprehensive school counseling program self -assessment has been completed and areas to address are identified.				*This document does not have to be posted, but can be requested.*
Use-of-Time Assessment				
A Use-of-time assessment is implemented in the comprehensive school counseling program.				*How do you keep track of the time you spend providing services to students?*
The school counselor provides direct and indirect services to students 90% of the time each month.				*Student supports are identified in the Comprehensive School Counseling Plan. (Direct and Indirect)*
The school counselor completes administrative activities no more than 10% of the time each month during student contact days.				*Administrative Activities are identified in the Comprehensive School Counseling Plan and roles are defined in the Comprehensive School Counseling Plan. (school/district program or assessment coordination, planning, scheduling, providing professional development, duties)*

Annual Administrative Conference				
An annual agreement has been created and signed by each school counselor and his/her supervising administrator. The agreement identifies the school counselor roles and responsibilities, and the school counseling program goals. The agreement also establishes the guidelines for the provision of direct counseling services and administrative activities. Professional development needed to implement the counseling program is identified in the agreement.				*The annual agreement document is not required to be published in the Comprehensive School Counseling Plan. A model is available on pages 23-24.*
Advisory Council				
The counseling program includes provisions for an advisory council. The advisory council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.				*The council document is not required to be published in the Comprehensive School Counseling Plan. It is a strong tool for advocating for your school counseling program. A model is available on page 25.*
Calendars (Annual and Weekly)				
Annual calendars are developed, implemented, and shared with stakeholders. Weekly calendars are developed and implemented for school counselor and stakeholders as needed.				*Include your annual calendar in your Comprehensive School Counseling Plan. It will also be updated annually.*
Calendars are aligned with the program goals, vision, mission, and the planned use of time indicated in the administrative annual conference.				*Monthly or weekly calendars are also very useful for sharing classroom lesson schedules, school-wide initiatives, etc.*
ASCA School Counselor Professional Competencies and Ethical Standards				
ASCA School Counselor Professional Standards and Competencies and Ethical Standards have been reviewed.				*https://www.schoolcounselor.org/school-counselors/standards*
The counselor abides by the Code of Ethics for Arkansas Educators.				*http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/code-of-ethics-for-arkansas-educators*

Component Three

Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
DELIVERY/DELIVER				
Direct Counseling				
Individual and Group counseling is available to all students.				*Services are described in Comprehensive School Counseling Program Plan. This is reviewed and updated annually.*
The counselor delivers school counseling core curriculum lessons to classroom groups – **No more than 40 minutes per session and no more than 3 sessions per day and 10 sessions per week.**				*Classroom core curriculum lessons are based on goals that are developed. Core curriculum lessons are reviewed and updated annually and topics can be included in the Comprehensive School Counseling Plan. Statement regarding classroom lessons is also included in the Plan (bolded information).*
Orientation/transition programs are developed and are included in the comprehensive counseling program for students at each level of education or for transferring students.				*What are you actually providing or addressing?*

Academic advisement procedures are included in the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle, and high school.				*Describe your process for orienting students in your Comprehensive School Counseling Plan.*
Interpretation of student academic and educational assessment results is provided.				*Focus on student goal setting.*
The counselor provides support to students to help them understand the relationship between classroom performance and success in school.				
The counselor is involved in the programs designed to help students develop their essential skills as defined in the G.U.I.D.E. for Life.				*What SEL strategies are you using or providing for your students? How are you promoting cultural and social awareness, positive communication, relationship skills, collaboration with others, and responsible decision making? Include this information in your Comprehensive School Counseling Plan.*
Bullying prevention is developmentally appropriate in design and delivery within the school.				*Are you supporting school educators to recognize bullying behaviors? Are you implementing protocols, strategies to support students, and strategies to help students identify and access a trusted adult? Include your processes in the Comprehensive School Counseling Plan.*
Suicide prevention is developmentally appropriate in design and delivery within the school.				*Are you supporting programs for school educators on how to identify students at risk for suicide? Are you supporting programs for school educators on how to identify students at risk for suicide? Are you implementing strategies to address suicide awareness, identify a student at risk, and protocols for responding to a student in crisis? Include your processes in the Comprehensive School Counseling Plan.*
The Comprehensive School Counseling Plan defines strategies and action steps taken to assist students in an age-appropriate career planning process.				*Elementary and secondary. What processes have you developed and how are they implemented with your students? This is included in the Comprehensive School Counseling Plan and is reviewed and updated annually.*
The Comprehensive School Counseling Plan includes guidance on accelerated learning opportunities, addressing academic deficits, accessibility to resources, providing student surveys and inventories, and using data to support students who show potential to engage in rigorous coursework.				*What processes have you developed and how are they implemented with your students? Secondary – Align activities to the Student Success Plan in grades 8 and above.*
Parents are encouraged to build partnerships with their student's career planning process.				*What processes have you developed and how are they implemented with your students?*

Component Four				
Criteria	**Area for Program Growth**	**Developing**	**Area of Program Strength**	**Support Information/ Documents**
ACCOUNTABILITY/ASSESS				
School Counseling Program Assessment				
The Comprehensive School Counseling Program Self - Assessment has been revisited and areas to address are identified.				*This document does not have to be posted, but can be requested.*
Data Tracking				
School data results are analyzed, and implications for results over time have been considered.				*Data is used to highlight or identify access, equity issues, and gaps in student support. Consider the same data you used to develop your annual goal(s).*
Use-of-time assessments are analyzed and used to guide decisions for the school counseling program.				
Program Results (Process/Participation, Perception/Mindsets and Behaviors, and Outcome Data)				
Participation, Mindsets & Behaviors, and Outcome data results are analyzed, and data is used to develop the comprehensive school counseling program.				*Include student outcomes in your Comprehensive School Counseling Plan.*
Program results are shared with stakeholders.				*Summary data is included in the Comprehensive School Counseling Plan. How are your interventions working? Reflect on your processes and progress.*
Evaluation and Improvement				
The school counselor uses results from the program evaluation and other data sources to develop the comprehensive school counseling program and update the program annually as needed.				*Goals and results are updated annually in the Comprehensive School Counseling Plan.*
The school counselor reflects on the comprehensive school counseling program, identifies areas of strength, and identifies areas for improvement.				
Evaluation results data are presented to others (school, district, and/or other stakeholders).				*Identify how your data is shared in your Comprehensive School Counseling Plan.*
The school counselor recommends changes/updates to the Comprehensive School Counseling program based on data and results.				*Changes are identified, and are included in the Comprehensive School Counseling Plan.*

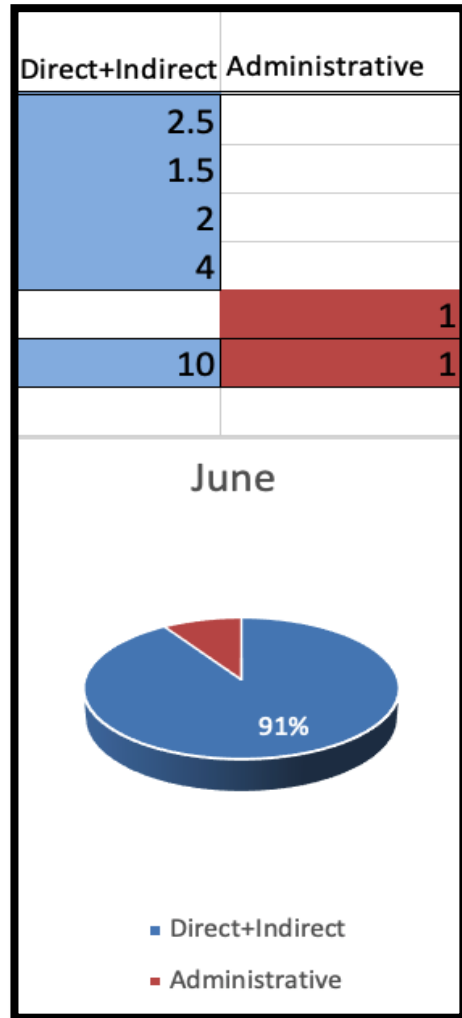| Component Five				
Criteria	Area for Program Growth	Developing	Area of Program Strength	Support Information/ Documents
Administrative activities are activities that are not directly related to the comprehensive school counseling program and are absent of any direct or indirect student services or interaction.				
Administrative Activities				
The counselor coordinates state and local assessments, 504 teams, ESOL committees, RTI or PBIS teams, family and community engagement activities, and any other chair/coordination of programs or meetings.				*What activities do you regularly coordinate, and what teams or meetings do you regularly chair? Identify them in your Comprehensive School Counseling Plan.*
The counselor does data entry or scheduling for the school or district.				*What data input do you regularly provide? For secondary counselors, do you develop and enter data in the master schedule? Are you the eSchool administrator?*
The counselor is assigned supervisory duties in common areas of the school (cafeteria, playground, hallways, bus lines).				*Include this information in your Comprehensive School Counseling Plan.*

Counselor Reflection

It is a best practice for you to complete the Comprehensive School Counseling Self- Assessment. You do not need to include it in your posted plan, but it can be requested for review.

Use-of-Time Calculator

Date	Days of Week	Classroom Guidance	Individual & Group Counseling	Responsive Services	Total Direct Counseling	Referrals/Consultation/Collaboration	Total Indirect Counseling	Coordinating, Chairing, Duties	Total Administrative Activities	Direct + Indirect + Administrative Activities (Weekly Total)
	Monday	1			1	1	1		0	
	Tuesday				0		0		0	
	Wednesday				0	2	2		0	
	Thursday				0		0		0	
	Friday				0		0		0	
		1	0	0	1	3	3	0	0	4
	Monday				0		0		0	
	Tuesday				0		0	1	1	
	Wednesday				0		0		0	
	Thursday				0		0		0	
	Friday				0		0		0	
		0	0	0	0	0	0	1	1	1
	Monday		1		1		0		0	
	Tuesday				0		0		0	
	Wednesday				0		0		0	
	Thursday				0		0		0	
	Friday				0		0		0	
		0	1	0	1	0	0	0	0	1
	Monday				0	0.5	0.5		0	
	Tuesday			2	2		0		0	
	Wednesday				0		0		0	
	Thursday	1			1		0		0	
	Friday				0		0		0	
		1	0	2	3	0.5	0.5	0	0	3.5
	Monday				0		0		0	
	Tuesday		0.5		0.5		0		0	
	Wednesday				0	0.5	0.5		0	
	Thursday	0.5			0.5		0		0	
	Friday				0		0		0	
		0.5	0.5	0	1	0.5	0.5	0	0	1.5
Monthly Totals					6		4		1	11

Direct+Indirect	Administrative
2.5	
1.5	
2	
4	
	1
10	1

June

91%

- Direct+Indirect
- Administrative

Date	Days of Week	Direct Student Services				Indirect Student Services		Administrative Activities		
		Classroom Guidance	Individual & Group Counseling	Responsive Services	Total Direct Counseling	Referrals/Consultation/Collaboration	Total Indirect Counseling	Coordinating, Chairing, Duties	Total Adminstrative Activities	Direct + Indirect + Administrative Activities (Weekly Total)
	Monday	1			1	1	1		0	
	Tuesday				0		0		0	
	Wednesday				0	2	2		0	

School Counselor: **Year:**

Annual Program Goals	
1	
2	
3	

School Counselor Use-of-Time		
A minimum of 90% of my time will be spent providing direct and indirect counseling services.		

	Percent of Time		Activities Include
Direct Services Provided to students (at least 90% of time) Face-to-face contact with student		Delivering school counseling core curriculum	
		Providing individual or group student planning and support	
		Providing other direct responsive services	
Indirect Services Included in 90% with Direct On behalf of a student		Referring students for services, including child maltreatment	
		Consulting with parents, teachers, and other stakeholders on behalf of a student	
		Participating as a contributing member of a student support team	
Administrative Activities Not related to comprehensive school counseling program (no more than 10% of time)		Coordinating programs and committees that include, but are not limited to ESOL, 504, GT, RTI, and PBIS	
		Coordinating assessments and/or data entry	
		Monitoring students in common areas	

Materials and Supplies Needed	Annual Budget $

Additional Notes:

School Counselor Signature _____

Principal Signature _____

Date _____

AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION
Adapted from

Counselor Reflection

It is a best practice for you to have an annual administrative conference. You do not need to include it in your posted plan, but it is a great way for you to share information, advocate for your school counseling program, and show how it impacts your students.

Participants:

The school counseling advisory council will meet on the following dates:

The school counseling advisory council will meet at the following location:

Planning and Results Documents

The following documents have been developed for the school counseling program.
- ○ Vision and Mission
- ○ Annual calendar
- ○ Goal setting worksheet or planning document
- ○ Use-of-time calculator
- ○ School counseling program goals
- ○ Accountability/results/reflection from current and previous year
- ○ ASCA Mindsets and Behaviors
- ○ G.U.I.D.E. for Life materials
- ○ Other_____

Meeting Notes:

Counselor Reflection

It is a best practice for you to have an advisory council. You do not need to include this information in your posted plan, but it is a great way for you to share information about your program and how it impacts your students, and shows you value input from your stakeholders.

Direct Counseling

Act 190, The School Counseling Improvement Act, states that a school counselor shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing **direct and indirect counseling services** to students.

The following strategies are either best practices, or required in the Comprehensive School Counseling Program. This list includes ideas for strategies, but is not exhaustive.

Classroom Lessons and Small Group Sessions / Individual Counseling

G.U.I.D.E. for Life Essential Skills
- Growth: Manage Yourself
  - Develop problem solving skills
  - Practice mindfulness
  - Persevere

- Understanding: Know Yourself
  - Increase self-awareness
  - Know your strengths and weaknesses
  - Develop critical thinking skills

- Interaction: Build Relationships
  - Treat others with respect
  - Communicate effectively
  - Seek out and offer help when needed

- Decision Making: Make Responsible Choices
  - Consider personal beliefs, safety, and the situation
  - Think through potential consequences
  - Put your best self forward

- Empathy: Be Aware of Others
  - See other perspectives
  - Value the feelings of others
  - Appreciate Diversity
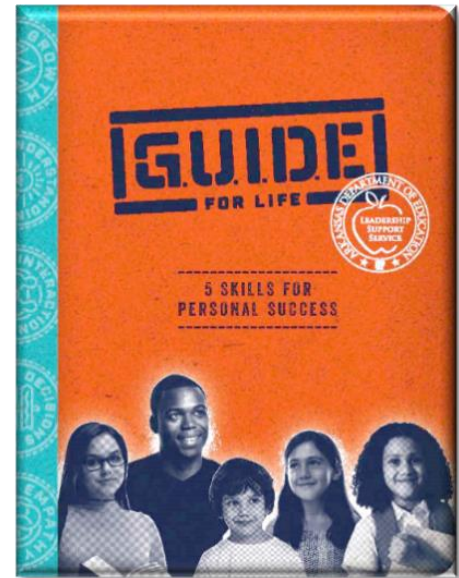
Orientation Programs for New and Transitioning Students
- Include Information in your plan about how you transition students who are new or moving from one level to another.

Follow-up with Graduates and Students at Risk of Dropping Out
- Include any documents that you use to follow up with students at risk of dropping out in your posted plan.

Academic Advisement and Individual Planning

- o Support students in the development of their academic, career, and essential skills planning
- o Provide opportunities for students to access accelerated learning opportunities such as internships, advanced coursework, and career certifications
- o Guide students along pathways to graduation
- o Guide students in goal setting experiences aligned with their future aspirations
- o Provide reviews of students' academic achievement, interests, or other survey assessment areas to help guide and support the development of their future goals
- o Support students to develop an understanding of the relationship between classroom performance and success in school and beyond

Individual Age-Appropriate Career Education Guidance and Vocational Decision-Making

- o Identify career interests and aptitudes
- o Career exploration
- o Employment readiness
- o Knowledge and skills necessary to achieve career goals
- o Importance of taking rigorous courses
- o Advisement on national college assessments and programs to increase student knowledge of and access to post-secondary options

Responsive Services

- o Individual or small group counseling to address
  - • Obstacles to learning
  - • Family/peer concerns
  - • Social/emotional needs
- o Student peer helpers
- o Crisis counseling
- o Conflict resolution
- o Consultation and referrals

Tools for Direct Counseling

Arkansas Mindsets and Behaviors Action Planning Tool (Pages 32-34)
Arkansas School Counselor Lesson Plan Template (Pages 37) *ASCA Lesson Plan Template* (Pages 38)
Goal Setting Student Outcome Worksheet (Page 11)
ASCA Annual Student Outcome Goal Plan (Pages 13-14)

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The Role of the School Counselor in Providing Direct Counseling Services

Classroom Lessons Limited to forty-minute class sessions, not to exceed three (3) class sessions per day, and not to exceed ten (10) class sessions per week	**Classroom counseling** lessons are developmentally appropriate, based on gaps identified through the school data review, and the associated goals that are created to address those needs. They also address the components of the School Counseling Improvement Act of 2019. The lessons are based on specific competencies in academic, social/emotional, and/or career domains which are determined by data derived from needs assessments, surveys, and/or school and district initiatives. Examples: Career planning and exploration, orientation activities for new or transitioning students, addressing accelerated learning opportunities, and/or working with students on the development of their Student Success Plans.	**Direct Services (At Least 90% Direct & Indirect) Face-to-Face**
Individual and Group Counseling	**Small group** lessons are based on the identified gaps in the school and student needs. Small groups meet regularly over a specified amount of time. Follow-up should occur to ensure students are continuing to develop the skills taught in the small group. Pre- and post- evaluations or assessments will gather data to help determine growth in knowledge or skill attainment. Examples: Interpretation of assessments, individual academic planning, guidance in understanding the advantages of career certifications and internships, behavioral supports, attendance, and school academic success skills	
Responsive Services	**Responsive Services** - Supporting students whose immediate concerns put the student's academic, career, or social and emotional development at risk Examples: Responsive services typically address immediate or short term needs such as crisis intervention for students at risk.	

Counselor Reflection and Action

PLAN

Include a description of your process for providing direct services to your students in your plan. These can be imbedded in your goal setting activities and worksheets, lesson plans, or through narrative.

Indirect Counseling

Act 190, The School Counseling Improvement Act, states that a school counselor shall spend at least ninety percent (90%) of his/her time each month, on student contact days, providing **direct and indirect counseling services** to students.

Indirect services are provided on behalf of a student, and are typically consultative, referral-based, or through participation as a contributing member of a decision-making team (504, ESOL, PBIS, RTI, parental involvement, GT, etc.). Examples can be found in the chart below.

The Role of the School Counselor in Providing Indirect Counseling Services

Consultation	**Consultations** occur on behalf of a student. They can include interactions with a parent or legal guardian, school staff, and community agencies concerning a student's behavior/discipline, academics, or attendance.	**Indirect Services (At Least 90% Direct & Indirect) On Behalf of, Referral, Consultation**
Referrals	Indirect services include **referring** a student for School Based Mental Health services, and making child maltreatment reports.	
Decision Making Teams	Serving as a contributing member of decision-making teams, which include without limitation: Section 504, ESOL, Parental Involvement or Family Engagement, Positive Behavioral Intervention Support, Advanced Placement and Gifted & Talented	

Counselor Reflection and Action

PLAN

Include a description of your process for providing indirect services to your students in your plan. Be sure to include collaborations in which you are an active participant of a decision-making team.

Administrative Activities

Act 190, The School Counseling Improvement Act, states that a school counselor shall devote no more than ten percent (10%) of his/her time each month, on student contact days, engaging in **administrative activities**. Examples can be found in the chart below.

The Role of the School Counselor in Managing Administrative Activities

Coordination of Programs and Data Input	Coordination of programs including, but not limited to: 　Parental Involvement 　Positive Behavioral Intervention Support 　Advanced Placement and Gifted & Talented 　ESOL 　Response-to-Intervention 　Section 504 　Student Success Plans Coordination of assessments including, but not limited to; state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs at the building or district level Developing master schedules and data entry such as eSchool administration during student contact days	Administrative Activities (No More Than 10%) Coordination, Chair, Duties
Chairing Committees and Meetings	Chairing committees and meetings including, but not limited to: 　Parental Involvement 　Positive Behavioral Intervention Support 　Advanced Placement and Gifted & Talented 　ESOL 　Section 504 　Response-to-Intervention	
Duties	Supervising students in common areas such as the hallway, cafeteria, playground and bus lines	

Counselor Reflection and Action

PLAN

Include a list and description of administrative activities that you coordinate or chair, and duties or data entry responsibilities for which you are regularly responsible. Remember to include only those that occur on student contact days. Comprehensive School Counseling Program posted plans will be reviewed to ensure the counselor is working indirectly for or directly with students 90% of the time and is spending no more than 10% of time completing administrative activities.

Calendars

Weekly Calendars
Weekly calendars provide a snapshot of what the counselor's plans are for the week and can include classroom core curriculum lessons, small groups, time for planning, individual counseling, and other consultation or administrative activities.

Annual Calendars
Annual or yearly calendars provide an overview of counseling programs and services provided throughout the school year and are included in the Comprehensive School Counseling Plan.

Calendar Examples

Classroom Lesson Annual Calendar at a Glance K-5	
September - Orientation	January – G.U.I.D.E. for Life Decision Making Skills Focus
October – Anti-Bullying	February – Career Awareness
November – G.U.I.D.E. for Life Growth and Understanding Skills Focus	March – Mindfulness/Stress Busters
December – G.U.I.D.E. for Life Interaction and Empathy Skills Focus	April – Goal Setting Plans for Next Year

High School Annual Calendar at a Glance			
August		**January**	
Back to School Orientation	School Board Presentation Bullying Prevention Pre-Test	M.L.K Day Activities Career Planning– College Visits	Classroom – Course Discussions and Decision Making
September		**February**	
Labor Day Holiday Classroom Lessons – Post Secondary Planning	Small Groups Suicide Prevention Activities	President's Day Student Success plans – College/Career Research	Scholarships – What's Next? Final Schedule Decisions Take Place
October		**March**	
Classroom – G.U.I.D.E. for Life Focus Small groups	Apply FAFSA Student Success Plans – Opportunity Scholarships	Spring Break Small Groups	Student Success Plans
November		**April**	
Thanksgiving Holiday Scholarship Applications	Student Success Plans – Interest Inventories Resumes	Bullying Prevention Post Test Senior Graduation Preparation	Counselor Advisory Meeting
December		**May**	
Winter Break Student Success Plans – Goal Setting	G.U.I.D.E. for Life Activities Counselor Advisory Meeting	Comprehensive School Counselor Goal Review and Plan Updates	Graduation!

Counselor Reflection and Action

PLAN

Include a copy of your annual calendar overview in your plan.

Arkansas Mindsets and Behaviors Action Planning Tool

Mindsets	Activity	Grade Level	Class/ SG/LG	Student Success	GUIDE FOR LIFE
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being					U
M 2. Self-confidence in ability to succeed					U
M 3. Sense of belonging in the school environment					I
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success				✓	U/I/D
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				✓	U/D
M 6. Positive attitude toward work and learning				✓	U

Behavior Learning Strategies	Activity	Grade Level	Class/S G/LG	Student Success	GUIDE FOR LIFE
B-LS 1. Demonstrate critical-thinking skills to make informed decisions				✓	G/D
B-LS 2. Demonstrate creativity					U
B-LS 3. Use time-management, organizational and study skills				✓	G
B-LS 4. Apply self-motivation and self-direction to learning					G/U/D
B-LS 5. Apply media and technology skills					D
B-LS 6. Set high standards of quality				✓	G
B-LS 7. Identify long- and short-term academic, career, and social/emotional goals				✓	G
B-LS 8. Actively engage in challenging coursework				✓	D

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions					**G/U**
B-LS 10. Participate in enrichment and extracurricular activities					**I**
Self-Management Skills	**Activity**	**Grade Level**	**Class/S G/LG**	**Student Success**	**G.U.I.D.E. FOR LIFE**
B-SMS 1. Demonstrate ability to assume responsibility					**D**
B-SMS 2. Demonstrate self-discipline and self-control					**G**
B-SMS 3. Demonstrate ability to work independently					**D**
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards				✔	**G**
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals					**D**
B-SMS 6. Demonstrate ability to overcome barriers to learning					**D**
B-SMS 7. Demonstrate effective coping skills when faced with a problem					**G**
B-SMS 8. Demonstrate the ability to balance school, home, and community activities					**G/D**
B-SMS 9. Demonstrate personal safety skills					**U/D**
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities					**D**

Social Skills	Activity	Grade Level	Class/ SG/LG	Student Success	GUIDE for life
B-SS 1. Use effective oral and written communication skills and listening skills				✓	**U/I**
B-SS 2. Create positive and supportive relationships with other students					**I/E**
B-SS 3. Create relationships with adults that support success				✓	**I/E**
B-SS 4. Demonstrate empathy					**E**
B-SS 5. Demonstrate ethical decision-making and social responsibility				✓	**I/D/E**
B-SS 6. Use effective collaboration and cooperation skills					**I**
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams					**I/E**
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary					**G**
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment					**U/I**

Adapted from:

AMERICAN SCHOOL COUNSELOR ASSOCIATION

G.U.I.D.E. for Life
Growth (manage yourself),
Understanding (know yourself),
Interaction (build relationships),
Decisions (make responsible choices),
Empathy (be aware of others)
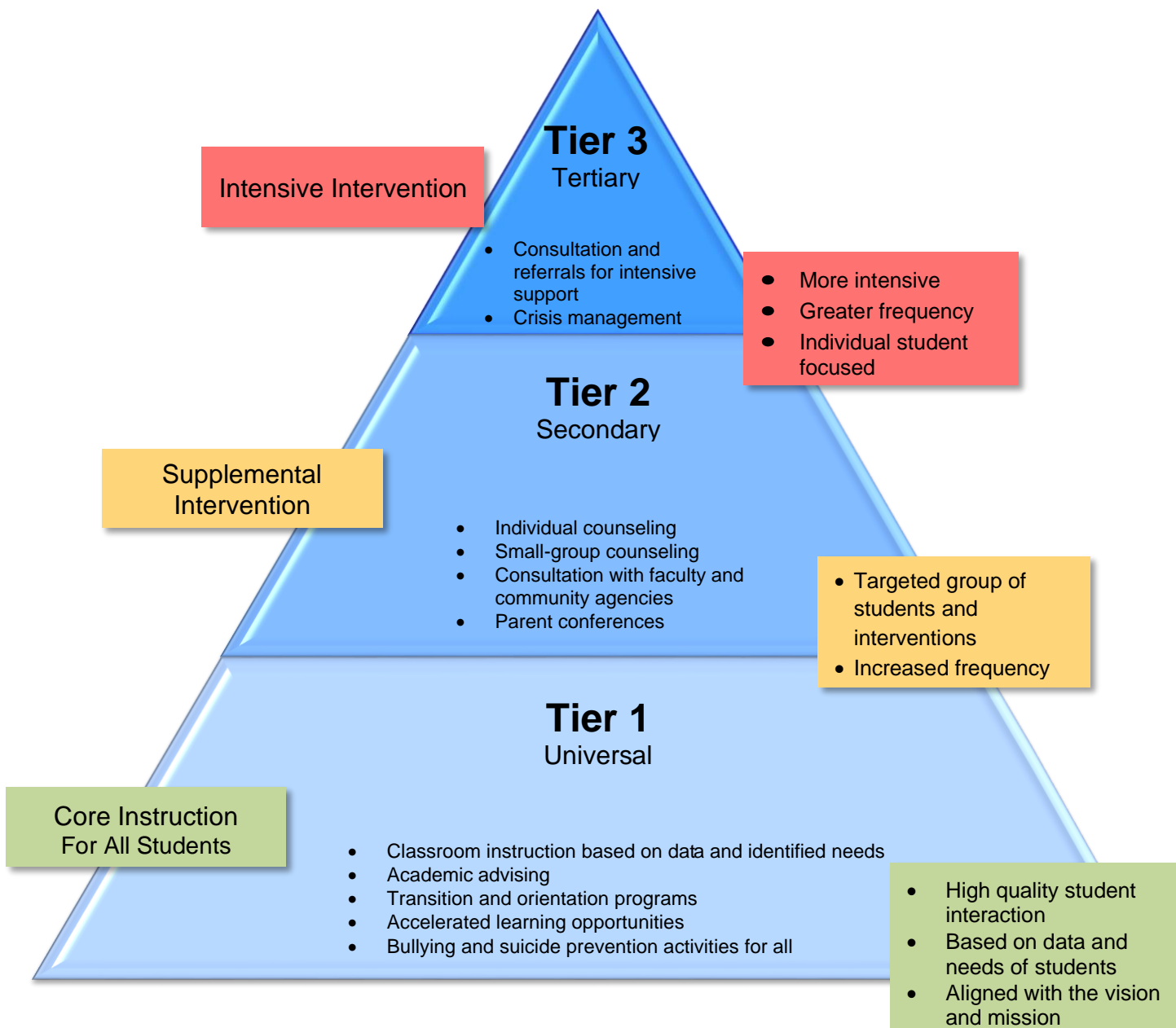
Student Success
Components that are found in Student Success Plans

Counselor Reflection

Consider the ASCA Mindsets and Behaviors when developing goals and classroom lessons.

Multi-Tiered Counseling Services

Coordinated with the school and district RTI process

Tier 3
Tertiary

Intensive Intervention

- Consultation and referrals for intensive support
- Crisis management

- More intensive
- Greater frequency
- Individual student focused

Tier 2
Secondary

Supplemental Intervention

- Individual counseling
- Small-group counseling
- Consultation with faculty and community agencies
- Parent conferences

- Targeted group of students and interventions
- Increased frequency

Tier 1
Universal

Core Instruction For All Students

- Classroom instruction based on data and identified needs
- Academic advising
- Transition and orientation programs
- Accelerated learning opportunities
- Bullying and suicide prevention activities for all

- High quality student interaction
- Based on data and needs of students
- Aligned with the vision and mission

ACT 190 – The School Counseling Improvement Act of 2019

Counselor Reflection

Reflect on how you are providing multi-tiered services to your students. What are you providing universally, or for students who need more frequent and/or more intense interventions?

Delivering the Counseling Core Curriculum

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students.
Direct student services include the delivery of the school counseling core curriculum. This instructional program is intentional, planned, and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs.

The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide Tier 2 small group support to students based on data that indicates that this intervention will be beneficial to the growth of the student.

Counselor Reflection and Action

As you review your goal setting activities and worksheets, develop lesson plans to be used in the classroom. Lesson plans can be added to your Comprehensive School Counseling Plan, but are not required. Lesson plans may be requested in a review of your program.

School Counselor:

Lesson Topic:

Grade Level(s):

ASCA Mindsets and Behaviors:

Learning Objective:
What do you want your students to know and be able to do?

Materials and Supplies Needed:

Procedure:

Plan for Evaluation:
What type of data are you looking for?

Participation Data:

Mindsets and Behavior Data:

Outcome Data:

Reflection:
What else would you like to say about this lesson?

AMERICAN SCHOOL COUNSELOR ASSOCIATION **Lesson Plan**

Lesson Plan for		(lesson title)

School Counselor:	
Target Audience:	
Mindsets & Behaviors: (limit of three)	
Lesson	Of

Learning Objective(s)/Competency
Students will:	
Students will:	

Materials:

Evidence Base:

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure: Describe how you will:
Introduce:	
Communicate Lesson Objective:	
Teach Content:	
Practice Content:	
Summarize:	
Close:	

Data Collection Plan – *For multiple lessons in a unit, this section only need be completed once*
Participation Data:
Anticipated number of students:	

Career Planning

Tools to use in Career Planning (High School):

- **The G.U.I.D.E. for Life Essential Skills**
  - o Manage your online persona, develop your self-awareness, social interactions and communication skills, and make good decisions
- **ACT** - *https://www.act.org*
- **College Board** - *https://www.collegeboard.org*
- **Arkansas Career Model** - *https://dcte.ade.arkansas.gov/docs//Resources/arkansas-career-model-cte.pdf*
- **College and Career Exploration**
- **Graduation Pathways**
  - o Graduation Requirements - *http://dese.ade.arkansas.gov/divisions/learning-services/curriculum-support/arkansas-graduation-requirements*
  - o Alternate Pathway to Graduation - *http://dese.ade.arkansas.gov/divisions/learning-services/special-education/alternate-pathway-to-graduation*
- **Post High School Planning**
  - o Four-year colleges, tech schools, concurrent credit, articulated credit
  - o **ArkACRAO** - *https://arkacrao.org/*
- **Accelerated Learning**
  - o Advanced coursework (AP, IB, Concurrent Credit)
  - o Internships, Apprenticeships
  - o Mentorships
  - o Industry Certifications
  - o Career Readiness Certificates - *https://www.dws.arkansas.gov/programs/career-readiness-certification/*
- **Discover Arkansas -** *http://www.discover.arkansas.gov*
- **College for YOU – Scholarship Information -** *https://scholarships.adhe.edu*
- **Local Scholarships**
- **Student Success Plan -** *http://dese.ade.arkansas.gov/divisions/learning-services/student-success-plan*
- **FAFSA -** *https://studentaid.ed.gov/sa/fafsa*
- **Bureau of Labor Statistics -** *http://www.bls.gov/oes/current/oes_ar.htm*
- **Arkansas Job Link -** *https://www.arjoblink.arkansas.gov/ada/r/*
- **Arkansas State Jobs -** *https://www.ark.org/arstatejobs/index.php*
- **College Application Checklist -** *https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Application-Checklist.pdf*

Goal Setting and Planning for Success

Goal setting questions following college/career exploration activities for students:
- What are some of your high school goals?
- Do you plan to go to college? If yes, will it be two year or four year?
- What is a personal goal that you would like to achieve?
- What would you like to see yourself doing in five years, ten years?

Choose one goal you identified from the goal setting questions above. What is it about this goal that you like? Respond to the questions below and identify areas that will help you reach your goals.
- What courses are you taking that might help you reach the goal?
- What courses could you take next semester or year to help you reach your goal?
- What skills do you think you will need to reach your goal?
- What is one skill you think you can develop this year?
- How can you find out information about developing this goal?
- What questions would you like to ask your counselor about your goals?

Student Success Plans

Student Success Plans help students take ownership of their coursework, as well as focusing on post-high school aspirations. Students map out their high school and post high school plans, which allows them the opportunity to personalize their education. Students use the Student Success Plan as one way to ensure they are taking the courses they need to graduate from high school. Developing the Student Success Plan allows educators, parents, and students the opportunity to converse on future planning and goal setting.

Student Success Plans are developed by the end of each student's 8th grade year, and are updated annually. The development and implementation of the Student Success Plan is not the sole responsibility of the school counselor, but is a collaborative process between educators, parents, and students.

Additional information can be found on the Arkansas Department of Education – Division of Elementary and Secondary Education – Student Success Plan web page.
http://dese.ade.arkansas.gov/divisions/learning-services/student-success-plan

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Career Planning (Middle/Junior High):

- Relationship between middle/high school coursework and preparing for high school credits
- How to access interest/abilities inventories and use them to explore the world of work
- College and career research tools
- **The G.U.I.D.E. for Life Essential Skills**
    - Manage your online persona, develop your self-awareness, social interactions, and communication skills, and make good decisions
- GPA and how it impacts graduation
- Transitional plans from middle/junior to high school
- Student Success Plans as a collaborative process with other educators (Grade 8 and above)
- Career days and other career events

Career Planning (Elementary):

- Relationship between elementary school coursework and grades with middle/junior high school opportunities
- **The G.U.I.D.E. for Life Essential Skills**
    - Manage your online persona, develop your self-awareness, social interactions, and communication skills, and make good decisions
- Career exploration – begin exploration of the world of work
- Transitional plans from elementary to middle/junior high school
- Career days and other career events and programs

Counselor Reflection and Action

PLAN

Include an overview of your career planning activities in your comprehensive school counseling program. Remember to be inclusive of all students and all levels. Include online college and career ready tools you are using as well as the process being followed. Include any lesson plans that you would like to share regarding your process.

School Profiles

The high school profile should be comprehensive in nature and accurately portray your school. The profile helps college and post-secondary application readers evaluate a student's performance relative to other students in the school, and identifies whether your students had access to advanced level coursework.

Profiles for elementary schools typically provide an overview of the school and include any special programs or services available to students.

High School Profile Components:

Profile Year:
District Name:
School
Name:
School Phone Number:
School Website:
School Principal:
School Counselors:

Description of Your Community (rural, urban, size, and any other local information you would like to add)

Description of Your School: (number of Students, any other demographic information you would like to add)

Programs: (accelerated learning opportunities offered including internships, AP/IB coursework, apprenticeships, career readiness certificates or industry credentials, and concurrent credit). Remember to add the courses offered in your school.

Grading Scale:

You can add additional information such as special programs, community partners, number of AP exams taken, graduation rate, National Merit Finalists, and average ACT scores.

Counselor Reflection

If you have a school or district profile, you can include it, or a link to it in your plan although it is not required that you do so.

Student Resumes

(Can be incorporated into the Student Success Plans)

Student resumes help students identify high school activities, awards, and achievements. They can be shared with colleges, employers, and those who may be writing recommendation letters. The resume is developed throughout high school. Resumes do not have to be included in your posted plan.

Student Resume Template

Student Name
1234 Street Address, City, State, Zip Code
Phone, E-mail

Education
High School Name and Address:
GPA: (Note weighted or unweighted)   Rank:
SAT: ACT:

Coursework
(Specialized or out of the ordinary only)

Academic Awards & Achievements
Ex. National Honor Society (and others)

Work Experience
Organization Name: City, State: *(In this section, use descriptive verbs to detail your job and the duties you performed. In a bullet list, you must have more than one bullet point.)*
Dates: Job Title:
- Responsibilities
- Activities
- Achievements

Employment Skills
List your computer skills, certifications, internships, training received etc.

Activities and Awards
Extracurricular Activity: Years or Grades performed:
- Description of involvement
- Awards and Achievements

Community Service (and/or) Volunteer Activities
Organization: Years or Grades Performed:
- Description of involvement   #hrs/week
- Awards and Achievements   #weeks/

This is only an example of one way to layout your resume. Make this document a personal representation of your academic and extracurricular life. The arrangement of the areas is up to you. Whatever shows you in the best light should come first. If you do not have anything for a specific area, then delete that section. Personalize the font, as long as you keep it professional, use italics and bold lettering to call attention to specific information. Participation time should be listed as hours per week and weeks per year. You may be asked for this information on an application, so start collecting that data now.

Model for Students Who May be Considering Dropping Out of School

This document was developed to help frame conversations and provide an opportunity for discussion with a student about their future college- and/or career- goals, and to support students who may be considering dropping out of school. In addition, the document provides data about dropouts, which may help the school or district to develop interventions for struggling students.

Questions You Might Use with At-Risk Students

Question	Response
Are you considering dropping out of school? If yes, when are you thinking of leaving?	
Why are you considering leaving? What are your top two reasons?	
What are some of the barriers keeping you from staying in school?	
What would improve your chances of staying in school?	
Are there adults and students in the school who might help you continue to attend school, or those who support you? If yes, have you talked to them about your potential plans?	
What school programs or classes have you enjoyed the most and why?	
What school programs or classes have you enjoyed the least and why?	
Is there anything that we as the school can do to support you staying in school?	
What are your plans if you leave school?	○ Full-time work_____ ○ GED – High School Equivalency Examination ○ Training program or technical training for employment ○ Military ○ College (Two- or Four-Year) ○ Other _____

Counselor Reflection and Action

PLAN

The Comprehensive School Counseling Plan should clearly define the procedures for intervening for students at risk of dropping out. The Model is not required, it is for your reference.

Assessing the Comprehensive School Counseling Program

School counselors reflect on and evaluate their comprehensive counseling program to ensure they are meeting the needs of their students and are able to identify how their students have changed due to the interventions of the program. In this section of the toolkit, we will refer back to the goal setting worksheets and templates developed earlier in the Comprehensive School Counseling Plan.

Tools for Assessing the Comprehensive School Counseling Program
- Use-of-Time calculator
- Feedback from provision of curriculum or programs (participation, Mindsets and Behaviors, and outcome results)
- Feedback from small groups such as surveys, participation, Mindsets and Behaviors, and student outcomes results
- Surveys from parents, students, community members, and/or educators
- School counseling program self-assessment
- School counselor Teacher Excellence and Support System (TESS)
- School counselor reflections
- Review of goal setting action plan results

Tools for Sharing Results
- Presentations (School, district, parents, other stakeholders)
- Handouts
- Webpages
- Inclusion in school improvement plan
- Data reports
- The following year's Comprehensive School Counseling Plan

Sample School Counselor End of Year Reflections

The school counselor reflects on the comprehensive school counseling program for the school year and identifies areas of strength.
The school counselor reflects on the comprehensive school counseling program for the school year and identifies areas for growth.
The school counselor evaluates the implementation of the annual goal(s) to determine if student outcomes are as desired.
The school counselor makes changes/updates to the comprehensive school counseling program based upon data and goal implementation outcomes.
The school counselor determines how results will be shared with others (school, district, and/or other stakeholders).

Counselor Reflection and Action

PLAN

Include your data sharing plan in your Comprehensive School Counseling Plan.

Sharing Data Results –Telling the Story

Sharing results of your data ensures that others are aware of and understand the process school counselors use to develop programs that support student success. The presentation of data and results of data are most effective when presented in short, graphically designed formats (charts, graphs, etc.). Include in the presentation what you have learned about the data, and how the data will impact your comprehensive school counseling program. Your communication method should be tailored to the audience you are presenting to.

From Making Data Work, Kaffenberger, Carol and Young, Anita, 2018.

Design	State your program goal or research question and purpose.
Ask	Describe your data collection strategies.
Track	Summarize the results, and use graphs and charts to capture key results.
Announce	Describe the implications and recommendations to stakeholders.

National School Counseling Week

School counselors celebrate National School Counseling week, which is held the first full week of February to focus public attention on the unique contribution of school counselors. It is sponsored by the American School Counselor Association to highlight the tremendous impact school counselors have in helping students achieve school success and plan for a career.

Link to additional information:
https://www.schoolcounselor.org/school-counselors-members/about-asca-(1)/national-school-counseling-week

Counselor Action/Reflection

PLAN

You will want to include results in your annual comprehensive plan. Reflect annually on your progress with your goal(s). Have you met the desired outcome or will you continue this goal with new action steps? If you have data results, you can include them in your posted plan. It is great to use visuals, including charts, graphs and pictures to tell the story.

Transformational School Counseling

School counselors impact student lives in positive ways, not only with daily supports, but through the comprehensive school counseling program. As we move forward with our program development, school counselors will desire to build on the work they are doing. The Arkansas Department of Education, Division of Elementary and Secondary Education, is working to help develop and support implementation of transformational school counseling programs aligned to the American School Counselor Association's (ASCA) Model.

Additionally, ASCA Recognized ASCA Model Programs (RAMP) allows school counselors to "drive their programs to the next level." Programs that have earned RAMP status are comprehensive, data-driven, and results oriented. You can find out more at:
https://www.schoolcounselor.org/school-counselors/recognized-asca-model-program-(ramp)

Comprehensive School Counseling Program Requirements

Each public school district shall provide a developmentally appropriate comprehensive school counseling program to aid students in academics, social/emotional needs, and career exploration and planning.

The district comprehensive school counseling plan, which is a reflection of the program, shall be posted on the district website under "State Required Information" no later than August 1 of 2020 and each following year thereafter. The requirements for the comprehensive school counseling program plan can be found in the Arkansas School Counselor Toolkit and in the Arkansas Comprehensive School Counseling Self-Assessment posted on the Arkansas Department of Education – Division of Elementary and Secondary Education - Guidance and School Counseling webpage.
http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling

Standards for Accreditation

http://dese.ade.arkansas.gov/divisions/public-school-accountability/standards-systems-support

Research Supporting Comprehensive School Counseling Programs

American School Counselor Association (ASCA)
Empirical Research Studies Supporting the Value of School Counseling
https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf

The School Counselor and Comprehensive School Counseling Programs
https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf

National Association for College Admission Counseling (NACAC): Effective Counseling in Schools Increases College Access
https://www.nacacnet.org/globalassets/documents/publications/research/2018_soca/soca18.pdf

University of Massachusetts Amherst
Paving the Road to College: How School Counselors Help Students Succeed
https://www.umass.edu/schoolcounseling/uploads/TheChicagoReport.pdf

Effectiveness of School Counseling
https://wvde.state.wv.us/counselors/administrators/Effectiveness+of+School+Counseling.pdf

Measuring the Impact of School Counselor Ratios on Student Outcomes
https://www.schoolcounselor.org/asca/media/asca/Publications/Effectiveness-RatiosOutcomes-ResearchReport.pdf

Exploring the Career and College Readiness of High School Students Serviced by RAMP and
Non- RAMP School Counseling Programs in North Carolina
https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness-CCR- ResearchReport.pdf

Promoting Positive Youth Development Through School-based Social and Emotional Learning
Interventions: A Meta-analysis of Follow-up Effects
https://casel.org/2017-meta-analysis/

The Economic Value of Social and Emotional Learning
http://blogs.edweek.org/edweek/rulesforengagement/SEL-Revised.pdf

ASCA Position Paper - The School Counselor and Trauma-Informed Practice
https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_TraumaInformed.pdf

ASCA Position Paper - The School Counselor and Social/Emotional Development
https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf

ASCA Position Paper - The School Counselor Multi-Tiered System of Supports
https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_MTSS.pdf

The School Counselor and Mental Health
https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf

Glossary of Terms

Academic advisement is provided for class selection by establishing academic goals in elementary, middle, and high school.

Action or Closing the Gap Plans are developed to identify how goals will be implemented including strategies, competencies, activities, timeline, milestones and means of evaluation.

Advisory council is a representative group of stakeholders who review the comprehensive school counseling plan and provide feedback and recommendations to the counseling staff, administration, and district.

Advocacy is the process of identifying underrepresented students and supporting them in their efforts to reach their highest potential as well as actively supporting the profession of school counseling and supporting policies that promote student success.

Calendars are maintained by school counselors and are distributed regularly to educators, students, and parents. Planning, visibility and credibility are enhanced by effective use of an annual school counseling program calendar, monthly calendars, and a weekly calendar.

Career planning process helps students attain skills and attitudes and identify opportunities for successful transition from high school to post-secondary training or education.

Chairing includes presiding over meetings and committees.

Classroom counseling lessons, or core curriculum, is the curriculum component of school counseling that consists of developmentally appropriate lessons designed to assist students in achieving desired competencies and is presented systematically through classroom and group activities.

Comprehensive school counseling programs are an integral part of the total educational program that helps every student acquire the skills, knowledge, and attitudes in the areas of academic, career, and social/emotional development to promote academic achievement and meet developmental needs. School counseling programs are based on the developmental age of the students and are conducted on a consistent and planned basis to assist students in achieving specified competencies.

Consultation is used to provide school counseling feedback and support while communicating with educators and stakeholders concerning student problems and needs.

Coordination includes organizing, scheduling, and providing documentation for programs and assessments.

Data-driven identifies systems that make decisions concerning future actions that are based on information, survey reports, assessments, statistics, or other forms of data.

Define (4th edition) school counselors develop comprehensive school counseling programs based on three sets of standards (Mindsets and Behaviors for Student Success, ASCA School Counselor Professional Standards & Competencies and ASCA Ethical Standards).

Delivery systems identify how the comprehensive school counseling program is organized and delivered.

Direct services are counseling services that are provided directly to students: individual, small group, classroom core curriculum lessons, and responsive services. They are provided in a face-to-face format.

Ethical standards are adhered to by school counselors. They include ethical, legal, and professional standards developed by the state educational agency and national school counseling organizations.

Evaluation is used to determine progress on the implementation of goals, action plans, or comprehensive school counseling programs.

Foundation identifies the beliefs, vision, mission, and goals set forth in the comprehensive school counseling plan.

Gaps are identified when desired student outcomes are not being met by a student or small group of students. Data is reviewed to evaluate current student levels of performance to find areas of concern that can be addressed.

Indirect services include consultations between a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social and emotional needs. It also includes referrals for more frequent and more intensive interventions on behalf of a student or small group of students.

Individual student planning is used to coordinate ongoing systemic activities designed to assist individual students in establishing personal goals and developing future plans.

Leadership is an essential skill for school counselors as they develop and manage a comprehensive school counseling program. It supports academic achievement and student development, advances effective delivery of the comprehensive school counseling program, promotes professional identity, and overcomes challenges or role inconsistency (Shillingford & Lambie, 2010).

Management system or Manage (4th edition) addresses the allocation of resources to best address the goals and needs of the program.

Mission statements outline steps to accomplish the vision. They identify the Who, What, How, and Why for students. Mission statements must be aligned with the mission of the school system within which the program operates.

Orientation is a process for students, teachers, parents, and stakeholders to learn about the school counseling program, the roles of the school counselor, and the services available to students, families, and staff. Orientation can also help students make smoother transitions from one school setting to another.

The G.U.I.D.E. for Life defines essential knowledge, attitudes, and skills students should obtain to help them get along with others, communicate well, and make positive contributions in the workplace and beyond.

Outcome or Results Data demonstrate that learning, performance, or behavioral change has occurred. This data shows how students are different as a result of the school counseling program.

Perception/Mindsets and Behaviors data measures what students and others observe or perceive regarding knowledge gained, attitudes and beliefs held or competencies achieved.

Process/Participation data answers the question "what." It describes the activity that is occurring; the target population, and how many students are affected.

Self-assessment is the assessment used to review strengths of the school counseling program and areas for improvement. Data from the profile is used to guide the school counseling program.

Responsive services meet students', parents', and teachers' immediate needs for intervention, referral,
consultation, or information.

Risk analysis is the procedure identified in the DESE Standard Operating Procedures for School Counseling programs and is based on the review of comprehensive school counseling plans that are posted on district websites as well as other district data and technical assistance needs. Support is provided to districts based on the level of identified risk.

School counseling assessments are tools used to measure the strength of the implementation of the comprehensive school counseling program. Data from assessments can be used to identify student needs and show student growth (pre/post-test).

Social/emotional development maximizes each student's individual growth and social maturity in the areas of personal management, social interaction, and self-efficacy.

Standard operating procedures provide information and guidance on the process that will take place to ensure that school counselors are providing multi-tiered comprehensive support to all students.

Systemic change is change affecting the entire system; transformational; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

System support consists of professional development, consultation, collaboration, teaming, and program management and operation activities that establish, maintain, and enhance the total school counseling program.

Vision statements identify what you want to see going forward in your comprehensive school counseling program (what is the picture you see in your mind about your students' success)? They identify long-range, desired outcomes for students.

References:

American School Counselor Association (2019). *ASCA National Model A Framework for School Counseling Programs.* Alexandria, VA: American School Counselor Association.

American School Counselor Association (2019). *ASCA National Model Implementation Guide: Manage and Assess.* Alexandria, VA: American School Counselor Association.

Gysbers, N.C. & Henderson, P. (2012). *Developing and Managing Your School Counseling Program.* Alexandria, VA: American Counseling Association.

Kaffenberger, C. & Young, A. (2018). *Making Data Work.* Alexandria, Alexandria, VA: American School Counselor Association.

Hermann, M., Remley, T., & Huey, W. (2017). *Ethical and Legal Issues in School Counseling.* Alexandria, VA: American School Counselor Association.

Stone, C. (2017). *Ethics and Law: American.* School Counselor Association, Alexandria, VA: American School Counselor Association.

Arkansas Department of Education
Division of Elementary and Secondary Education
Guidance and School Counseling
http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/professional-school-counseling-resources

American School Counselor Association
https://www.schoolcounselor.org

Arkansas School Counselor Association
https://www.arschoolcounselor.org/home/home/

Arkansas Counseling Association
http://www.arcounseling.org

College Board Counselor Resources
https://professionals.collegeboard.org/guidance/counseling/counselor-resources

ACT Counselor Resources
https://www.act.org/content/act/en/k12-educators-and-administrators/counselor-toolkit.html

RTI Arkansas
http://dese.ade.arkansas.gov/divisions/learning-services/curriculum-and-instruction/rti

2019 Acknowledgements

ACT 190 The School Counseling Improvement Act of 2019

An Act to Repeal the Public School Student Services Act; To Create the School Counseling Improvement Act Of 2019; And for Other Purposes.

SECTION 3. Arkansas Code Title 6, Chapter 18, Subchapter 10, is 35
repealed.
Subchapter 10 - Public School Student Services Act

SECTION 4. Arkansas Code Title 6, Chapter 18, is amended to add an additional subchapter to read as follows:

Subchapter 20 - School Counseling Improvement Act of 2019 6-18-2001. Title.

This subchapter shall be known and may be cited as the "School Counseling Improvement Act of 2019".

6-18-2002. Definitions.

As used in this subchapter:

(1) "Administrative activities" means activities that are not directly related to the comprehensive school counseling plan and are absent of any direct student services or interaction;

(2) "Direct services" means services that are provided through face-to-face contact with students, including without limitation:
   (A) Regular classroom guidance limited to forty-minute class sessions, not to exceed three (3) class sessions per day and not to exceed ten (10) class sessions per week;
   (B) Individual and group counseling;
   (C) Responsive services on behalf of students whose immediate personal concerns and problems put the student's academic, career, or social and emotional development at risk, including the administration of a risk- assessment; and
   (D) Interventions for students that are:
      (i) At risk of dropping out of school; or
      (ii) Exhibiting dangerous behaviors, such as drug use, self-harm, or gang activity; and

(3) "Indirect services" means consultations between a student, a parent or legal guardian, school staff, and community agencies concerning a student's academic, career, and social and emotional needs.

6-18-2003. Comprehensive school counseling program and plan framework.

(a) Each public school district shall:

(1) Develop and implement a comprehensive school counseling program that ensures student services are coordinated in a manner that provides comprehensive support to all students; and

(2) Have a written plan for a comprehensive school counseling program that:
   (A) Is implemented by an Arkansas-certified school counselor, a counselor serving under an additional licensure plan, or a school employee acting as a school counselor under a waiver granted under § 6-15-103(c);
   (B) Utilizes state and nationally recognized counselor frameworks;
   (C) Is reviewed annually and updated as needed by the school counselor in collaboration with the building administrator and other stakeholders;
   (D) Is systemically aligned to kindergarten through grade twelve (K-12) within the public school district; and
   (E) Contains the following four (4) components of a comprehensive school counseling program:
      (i) Foundation, which includes without limitation:
         (a) Vision statements;
         (b) Mission statements; and
         (c) Program goals;
      (ii) Management, which utilizes assessments and other data to develop, implement, and evaluate a comprehensive school counseling program;
      (iii) Delivery, which focuses on direct and indirect services through the implementation of a comprehensive school counseling program; and
      (iv) Accountability, which ensures regular analysis of the comprehensive school counseling program that is provided.

(b) The comprehensive school counseling program required under subsection (a) of this section shall:
  (1) Guide students in academic pursuits, career planning, and social and emotional learning;
  (2) Follow the comprehensive school counseling program guidance provided by the Department of Education;
  (3) Include goals that are developed annually based on the vision and mission statements that are shared by stakeholders to ensure equitable access to opportunities for all students; and

  (4) Identify student needs through a multilevel school data review that includes without limitation:
      (A) Data analysis;
      (B) Use-of-time data review;
      (C) Program results data; and
      (D) Communication and contact with administrators, parents, students, and stakeholders.

6-18-2004. Comprehensive student services.

(a) Sufficient time at each public school shall be allotted for the school counselor to carry out the duties stated in the comprehensive school counseling plan required under § 6-18-2003.

(b)(1) A school counselor shall spend at least ninety percent (90%) of his or her working time during student contact days providing direct and indirect services to students.

  (2) Direct and indirect services may be provided in collaboration with other school personnel and include without limitation:
      (A) Intervening with students who are at risk of dropping out of school to determine if there is a way to keep at- risk students in school;
      (B) Following-up with high school graduates;
      (C) Providing orientation programs for new students and transferring students at each level of education;
      (D) Providing academic advisement services, including without limitation:
          (i) Developing an individual planning system to guide a student to access and monitor the student's own educational, career, and social and emotional progress;
          (ii) Guiding a student along the pathways to graduation;
          (iii) Guiding a student in goal-setting experiences and course selection aligned with the student's post- secondary goals;
          (iv) Addressing accelerated learning opportunities;
          (v) Addressing academic deficits and the accessibility of resources;
          (vi) Providing student assessment reviews, interest inventories, or academic results needed to develop, review, and revise a student's plan of study; and
          (vii) Providing support for students who show potential so they are more likely to engage in rigorous coursework and take advantage of post-secondary opportunities;
      (E) Providing a career planning process that includes without limitation:
          (i) Guidance in understanding the relationship between classroom performance and success in school and beyond;
          (ii) The provision of resources to identify career interests and aptitudes to assist a student in age-appropriate college and career planning;
          (iii) Guidance in understanding the advantages of completing career certifications and internships;
          (iv) Interpretation of augmented, criterion-referenced, or norm-referenced assessments for students and parents;
          (v) The provision of information to a parent or legal guardian, such as through workshops on preparing for college, financial aid, and career opportunities; and
          (vi) Encouragement to a parent or legal guardian to support partnerships in his or her student's learning and career planning processes;
      (F) Providing social and emotional skills designed to support students, including without limitation programs:
          (i) To promote cultural and social awareness, positive communication and relationship skills, collaboration with others, and responsible decision making;
          (ii) To improve culture and climate in the school so that all students can feel that they are in a safe and supportive environment;
          (iii) To develop conflict-resolution skills;
          (iv) To prevent bullying that include without limitation:

        (a) Training programs for school employees regarding how to recognize bullying behaviors;
        (b) Protocols for responding to bullying that is occurring in the school;
        (c) Strategies that support a student who is being bullied; and
        (d) Strategies that help a bystander speak out against bullying; and
     (v) To address age-appropriate suicide awareness and prevention through:
        (a) Strategies that help identify a student who is at risk for suicide;
        (b) Strategies and protocols that help a student who is at risk for suicide; and
        (c) Protocols for responding to a suicide death; and
  (G) Serving as a contributing member of decision-making teams, which include without limitation:
     (i) Teams that are convened under Section 504 of the Rehabilitation Act of 1973,
       Pub. L. No. 93-112;
     (ii) Response-to-intervention teams;
     (iii) English language learner programs;
     (iv) Parental involvement or family engagement programs;
     (v) Positive behavioral intervention support programs; and
     (vi) Advanced placement and gifted and talented programs.

(c)(1) Administrative activities performed by a school counselor shall not exceed more than ten percent (10%) of the school counselor's time spent working during student contact days.

  (2) Administrative activities provided by a school counselor in collaboration with other school personnel include without limitation:
    (A) Coordinating state assessments, cognitive achievement assessments, advanced placement programs, and language acquisition testing programs;
    (B) Developing master schedules;
    (C) Coordinating of:
     (i) Teams convened under Section 504 of the Rehabilitation Act of 1973, Pub. L. No. 93-112;
     (ii) Response-to-intervention teams;
     (iii) English language learner programs;
     (iv) Parental involvement or family engagement programs;
     (v) Positive behavioral intervention support programs;
     (vi) Data entry; and
     (vii) Advanced placement and gifted and talented programs; and
    (D) Monitoring students in common areas such as the cafeteria, hallway, playground, and bus lines.

6-18-2005. Monitoring and support.

(a) Each public school district is responsible for posting its annual comprehensive school counseling plan on the district website under state required information.

(b)(1) Beginning with the 2020-2021 school year, the Department of Education shall monitor each public school district to ensure implementation and compliance with this subchapter.
  (2) Failure by a public school district to comply with this subchapter is a violation of the Standards for Accreditation of Arkansas Public Schools and School Districts.

(c) The department shall:
  (1) Employ at least one (1) individual who is certified as a school counselor;
  (2) Provide a multilevel system of support to public school districts to assist in complying with the requirements of this subchapter; and
  (3) Provide guidance and technical assistance to public school districts in order to support equitable access to public school counseling services.

http://www.arkleg.state.ar.us/assembly/2019/2019R/Acts/Act190.pdf

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Transforming Arkansas to Lead the Nation in Student-Focused Education

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