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Model Comprehensive School Counseling Plan



November 9, 2016

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Panelists



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- [Shironda Brown](#), Burke County
- [Betsy Escamilla](#), Habersham County
- [April Fallon](#), Rockdale County
- [Maria Grovner](#), GaDOE
- [Sloane Molloy](#), Glynn County
- [Whitney Robertson](#), Thomas County
- [Robin Zorn](#), Gwinnett County

Click on panelist's name to
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 something that may have
 been shared.

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Direct Services

- School Counseling Curriculum
 - Instruction
 - Group Activities
- Individual Student Planning
 - Appraisal
 - Advisement
- Responsive Services
 - Counseling
 - Crisis Response

Indirect Services

- Referrals
- Consultation
- Collaboration

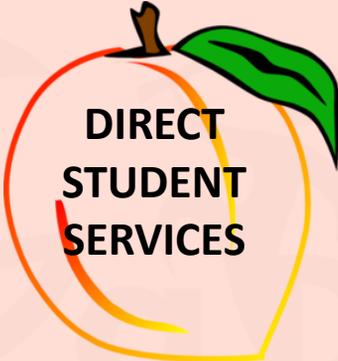
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Direct services are in-person interactions between school counselors and students.

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School Counseling Curriculum



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INSTRUCTION

- School counselors can provide instruction individually or collaborate on a lesson with a teacher and/or other school personnel.
- Instruction can occur in a variety of settings such a classroom, a counselor's office, a college and career resource center or other school facilities.
- Are you covering all three domains?
- Vertical Teaming & The Big Picture

GROUP ACTIVITIES

- School counselors can develop and plan group activities to deliver core curriculum such as college fairs, job-shadow days, team-building workshops, etc.

CONSIDER A NEEDS ASSESSMENT and give examples of general subjects in the areas of academics, career development and social-emotional.

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Suggested Best Practices for Delivery of Services...

Academic



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- Study Skills
- Evaluating Your Transcript
- Learning Styles
- Test-Taking Skills
- Goal-Setting
- Decision-Making
- Time Management
- Homework Support Networks
- Promotion/Retention
- Graduation Requirements
- Organization Skills
- Academic Assistance Groups
- How Attendance Impacts Academics
- Calculating Your GPA

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Suggested Best Practices for Delivery of Services...

Career



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Career Activities Types

- Your BRIDGE/CCRPI activities
- Career Planning Software
- College Preparation
- Career Café
- Soft Skills/Employability Skills
- Financial Opportunities Awareness
- Career Small Groups
- Personal Strengths
- Learning Styles

Career Curriculums

(The presentation hyperlinks have additional links listed in the document.)

- Career Exploration Webinar (MS)
 - [Presentation](#) [Recording](#)
- GCIS/Career Cruising/Naviance/Kuder
- Elementary Career Resources
 - [List](#) [Presentation](#) [Recording](#)
- College Counseling (HS)
 - [Presentation](#) [Recording](#)
- Be on the lookout for a plethora of materials available on CTAERN related to employability skills
- [Career Development Curriculum](#) (click icon on link to expand for your level )
- [Career Activity Files](#)
- Career Development Lessons [Elem](#) [Middle](#) [High](#)

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Suggested Best Practices for Delivery of Services...

Social/Emotional



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Services Types

- Conflict Resolution
- Character Education
- Diversity
- Anti-Bullying & Cyberbullying
- Manage Anger & Anxiety
- Friendship
- Problem Solving
- Literature related to SEL

Social-Emotional Curriculums

- [CASEL Effective Social & Emotional Learning Programs](#)
- [25 Resources for Social Emotional Learning](#)
- [180 Degrees Program](#)
- [Wings: SEL Development Kit](#)

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Individual Student Planning...Appraisal



APPRAISAL

- School counselors work with students to interpret test information such as the ACT, Milestones, PSAT/SAT, ITBS or other test data to help students develop immediate and long-term goals.

SUGGESTED BEST PRACTICES

- Test Talks
- Test Score Report Interpretation
- Goal Setting with Test Score Report
- Test Taking Skills

Individual Student Planning...Advisement



ADVISEMENT

- School counselors use academic, career and social/emotional data to help students set goals, make decisions for future plans such as their 4-6 year Individual Graduation Plan and/or to develop their list of colleges they will apply to.

SUGGESTED BEST PRACTICES

- Program of Study
- Career Planning Software
- Transitioning to the Next Level
- Course Selection

Responsive Services



COUNSELING

- School counselors provide individual or small group counseling to help students overcome issues impeding achievement or success

CRISIS RESPONSE

- School counselors and other Related Services Professionals should have and/or develop a "Crisis Response Plan" that is readily available for them to use in the case of a crisis.
- School counselors should deliver training to other faculty on how to respond appropriately in crisis situations.
- Ethics

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Crisis Resources



Model Crisis Plans

- [Virginia](#)
- [US Department of Education](#)
 - [Georgia](#)
 - [Kansas](#)
 - [Colorado](#)
 - [Missouri](#)
- [Fairfax County Public Schools](#)
- [San Francisco Unified School District](#)
- [Broward County Schools, FL](#)
- [Worthington School District](#)
- [UCLA Research and Forms](#)

Grief Resources

- [Tip Sheets and Other Organizations](#)
- [Children's Grief Education Association](#)
- [School Crisis and Bereavement](#)
- [Coping with the Sudden Death of a Student](#)
- [www.grievingstudents.org](#)
- [Guidelines for Responding to the Death of a Student or School Staff](#)
- [After a Loved one dies: How children grieve and how parents and other adults can support them](#)

Previous Webinar on School Counselor's Role in Handling Crisis Situations
[Recording](#) [Presentation](#)

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Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

Referrals

What is it?

- Make referrals to appropriate professionals outside of the school setting when necessary
- Compile referral resources to utilize with students, staff and families to effectively address issues
- Develop a list of community agencies and service providers for student referrals
- Analyze the community surrounding your school
- Suggestions by Domain:
 - **ACADEMIC:** Tutoring
 - **CAREER:** College Planning Websites
 - **SOCIAL/EMOTIONAL:** Community Agencies

POTENTIAL REFERRAL SOURCES

- Business and Industry
- Physical Health
- Community based mental health agencies
- Legislative Offices
- After-school/Educational services
- Religious/Spiritual Institutions

Collaboration



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What is it?

- Engaging with stakeholders both inside and outside of the school in order to successfully meet the needs of all students
- Conducts in-service training or workshops for other stakeholders to share school counseling expertise

Ways to Collaborate

- Teaming/Partnering
 - Local Businesses (career)
 - School Social Worker (emotional)
 - Peer Tutoring (academic)
 - www.afterschoolga.org
- School/District/State/National Committee
- Parents/Guardians Workshops
- Without giving personal and confidential information, use counseling-related social media platforms to get ideas to help you strengthen your program.

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Consultation



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KEY CONSULTING PARTIES:

- Parents
- Teachers
- Administrators
- Community Members
- Student Services Personnel

CONSULTATION MODEL:

- Identify the issue
- Clarify the problem
- Identify the goal
- Observe the behaviors
- Develop a plan
- Initiate the plan
- Follow-up

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Mindsets & Behaviors Planning Tool



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ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level you plan to address any standard in the cells below. If not necessary to address each standard each year.

Mindsets	Grade Level		
	Academic	Career	Social/Emotional
1. Belief in development of whole self, including a healthy balance of mental, social, emotional and physical well-being.			
2. Self-confidence in ability to succeed			
3. Sense of belonging in the school environment			
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success			
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes			
6. Positive attitude toward work and learning			
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions			
2. Demonstrate creativity			
3. Use time-management, organizational and study skills			
4. Apply self-motivation and self-direction to learning			
5. Apply media and technology skills			
6. Set high standards of quality			
7. Identify long- and short-term academic, career and social/emotional goals			
8. Actively engage in challenging coursework			
9. Gather evidence and consider multiple perspectives to make informed decisions			
10. Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility			
2. Demonstrate self-discipline and self-control			
3. Demonstrate ability to work independently			
4. Demonstrate ability to delay immediate gratification for long-term rewards			
5. Demonstrate persistence to achieve long- and short-term goals			
6. Demonstrate ability to overcome barriers to learning			
7. Demonstrate effective coping skills when faced with a problem			
8. Demonstrate the ability to balance school, home and community activities			
9. Demonstrate personal safety skills			
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills			
2. Create positive and supportive relationships with other students			
3. Create relationships with adults that support success			
4. Demonstrate empathy			
5. Demonstrate ethical decision-making and social responsibility			
6. Use effective collaboration and cooperation skills			
7. Use leadership and teamwork skills to work effectively in diverse teams			
8. Demonstrate advocacy skills and ability to assert self, when necessary			
9. Demonstrate social maturity and behaviors appropriate to the situation and environment			

- This form is a tool you can use in planning your overall school counseling curriculum.
- Indicate the grade level you plan to address any standard in the cells.
- You don't have to address each standard every year.

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Update on Counselor Keys Effectiveness System (CKES)

[Click to access CKES Resources](#)

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Delivery & Data



- Pre and Post Tests of your classroom lessons
- Pre and Post Tests of the group activities you offer
- Using student data when collaborating and consulting with others
- Track the number of referrals you make to different agencies
- Track the number of students who have completed an activity
- Percentage of Time Spent in Responsive Services
- # of Individual Counseling sessions per month
- # of Group Counseling Sessions per month
- #of Mental Health team consultations
- What do people think they know? (Knowledge gained) (i.e. grad requirements)
- What do they believe? (Attitudes and Beliefs) (i.e. fighting is wrong)
- What can they do? (Competency Achievement) (i.e. calculate GPA)

Previous webinar on Making Data Work [PRESENTATION](#) [RECORDING](#)

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Future Webinar in the Model Comprehensive School Counseling Series

Click component's title to register

- [Accountability](#)
 - December 7 @ 1 PM
- The recordings and presentations of the Management & Foundation components are archived and available by clicking [here](#).



Information Technology
November 16 • 1:00 PM

[Register](#)

Agriculture
November 30 • 1:00 PM

[Register](#)

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**Georgia Department of Education
Teacher Keys Effectiveness System**

Part V: TKES Logistics

The TKES Logistics section encompasses two major topics:

- Positions to be Evaluated
- TKES Program Delivery Models and Accountability

Positions to be Evaluated

The Teacher Keys Effectiveness System is designed for use with all teachers of record, grades Pre-K through 12, who are full-time or part-time. For this purpose, teachers of record are educators who are responsible for a specified portion of a student's learning within a course aligned to performance measures.

TKES is **not** designed to be used with personnel in positions identified as ***Contributing Professionals*** unless they are required by the LEA to provide direct instruction to students. LEAs should continue to use appropriate instruments to evaluate the following positions designated as ***Contributing Professionals***.

Contributing Professionals include but are not limited to:

- Adaptive Physical Education Teachers
- Behavior Interventionists
- Behavior Specialists
- Career Technical Instruction (CTI)
- Graduation Coaches
- Guidance Counselors*
- Gifted Collaborative
- Gifted Instructional Facilitator
- Hospital/Homebound Teachers
- In-school Suspension Teachers
- Instructional Coaches / Instructional Lead Teachers / Academic Coaches who do **not** have responsibility for direct instruction
- Instructional Technology Specialists
- Interpreters (sign language and other language)
- Media Specialists*
- Mobility Training Specialists
- Occupational Therapists
- Paraprofessionals, even if certified
- Physical Therapists
- Psychologists*
- School Social Workers
- Special Education Coordinators / Case Managers who do **not** provide direct instruction
- Speech Language Pathologists
- Teachers on Special Assignment who do **not** have responsibility for direct instruction
- Translators
- Virtual School Teachers who do not provide direct instruction to students
- Work-based Learning

*Though GaDOE did not develop nor endorse evaluation systems for these positions, documents exist and are available from the professional organizations.