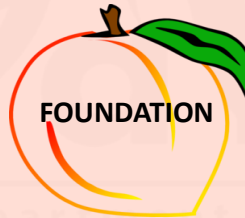




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Model Comprehensive School Counseling Plan



October 12, 2016

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PANELISTS

- Pam Davis, Houston Co.
- Josh Owens, Forsyth Co.
- Susan Stafford-Hawes, Columbia Co.
- Maria Grovner, GaDOE



FOUNDATION TASKS

- Belief Statements
- Vision Statements
- Mission Statements
- School Data Profile
- Program Goals
- Mindsets & Behaviors Standards
- Ethics for School Counselors

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Foundation Focus



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- What can a solid foundation for your comprehensive school counseling program do for you?
 - ❖ Helps you think about how you would like to see your program (your school counselors) operate in the future.
 - ❖ Helps define our role within the school.
 - ❖ Directly connects the school counseling program to the mission of the school
 - ❖ Clarifies the purpose and the role of the school counseling program.

Program Assessment



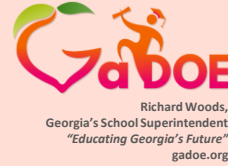
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SCHOOL COUNSELING PROGRAM ASSESSMENT			
CRITERIA	No	In Progress	Yes
FOUNDATION			
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every student			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			

- Allows for a step-by-step assessment of your program
- Monitor progress

<https://www.schoolcounselor.org/asca/media/asca/RAMP/SCProgramAssessment.xls>

CRAFTING BELIEF STATEMENTS



- Beliefs drive behaviors
- Start with open, honest dialogue
- Brainstorm beliefs about student success
- Take time to explore and examine beliefs
- Use a defined process to begin the discussion
- Questions can help guide the discussion
 - ❖ Ex: What do we believe about the ability of students to achieve?
 - ❖ Ex: Why is each belief important for students?

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Example Belief Statements



- All students can achieve a high level of personal success and have dignity and worth.
- All students should have access to a professional school counselor as well as comprehensive school counseling program.
- The school counseling program will be evaluated on goals related to student competencies and will be consistent with expected developmental stages of learning.
- Professional school counselors will use data analysis to inform counseling program development and will actively monitor student results.
- The school counseling program will focus on primary prevention and counselors will advocate for all students.
- The school counseling program shares responsibility with the community and family for student success; therefore, the school counseling program will have an advisory committee comprised of professional school counselors as well as representatives from the school and community for planning, coordinating, and evaluating the program.
- Professional school counselors will participate in ongoing professional learning to maintain a quality and comprehensive school counseling program.
- All professional school counselors will abide by the ethical guidelines of the **American School Counselors Association** and the **Georgia Professional Standards of Commission**.

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CRAFTING A VISION STATEMENT



- Communicates the ultimate outcome for students
- Related to achievement, career, or social/emotional
- Describes in rich detail the hope for students in 5 to 15 years
- Use beliefs: What do you believe students can become in 5 to 15 years?
- Make a list of descriptive, optimistic words or phrases
- Identify key words or phrases in the school and district vision

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Vision Statement Tips



Do's

- Link to school and district visions
- Think of what you hope students will become
- Focus on the future
- Focus on positive results
- Use descriptive language
- Ensure vision reflects beliefs
- Use present tense verbs

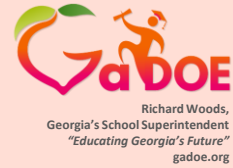
Don'ts

- Don't focus on the school counselor
- Don't focus on the school counseling program
- Don't be limited by current situations
- Don't be afraid to dream of best outcomes

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Example Vision Statement



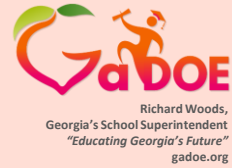
- The students at North Forsyth High School are inspired learners who use their gifts to impact those around them to make a difference in their school, community, and world. All students will participate in a rigorous curriculum that prepares them to be college and career ready and meet their personal potential. Support from the comprehensive school counseling program will enable students to meet the challenges of the future while fostering a healthy school climate that values diversity, knowledge, and achievement.

CRAFTING A MISSION STATEMENT



- Describes what the school counseling program does
- Clear and concise – defines how to reach the vision
- Make a list of words and phrases that describe your most important work
- Reference roles of school counselor: leadership, collaboration, advocacy
- Aligned with appropriate role of a school counselor (do not include non-counseling duties)

Mission Statement Tips



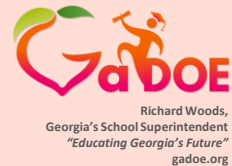
Do's

- Align with your school and district
- Include school counselor as advocate
- Emphasize, equity, access, success for all students
- Consider how your program makes the vision reality
- Focus on long term and use active, dynamic wording

Don'ts

- Don't use passive language
- Don't focus on individual school counselors but on the whole program
- Don't limit the statement to the activities included in the program

Example Mission Statement



Forsyth County Schools Mission Statement

- The mission of Forsyth County Schools is to prepare and inspire all students to contribute and excel.

North Forsyth High School Mission Statement

- The mission of the North Forsyth High School learning community is to pursue excellence in all areas of academic and personal growth.

North Forsyth High School Counseling Mission Statement

- The mission of the North Forsyth School counseling program is to enhance educational performance by providing all students with access to a comprehensive school counseling program that advocates for the academic, career, and social/emotional mindsets necessary to become college and career ready and experience lifelong success. Professional School Counselors will collaborate with teachers, administrators, parents, and the community to ensure the academic and personal potential for all students is achieved.

School Data Profile



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SCHOOL DATA PROFILE TEMPLATE

School Data Profile						
	School Year					
Enrollment						
Total enrollment	#	%	#	%	#	%
Gifted (school-based)						
ESOL						
Special education services						
Dropout Rate						
		%		%		%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						
Graduation Rate						
		%		%		%
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						
Attendance						
		%		%		%
All Students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						

- Discern big needs
- Narrow your data focus
- Know your demographics
- Analyze the data
- Look for specific needs
- Collect contextual data

School Data Profile Tips



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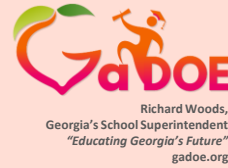
Do's

- Examine existing school data
- Consider school improvement plan
- Look at achievement, attendance, behavior
- Review subgroups
- Let data inform your needs and program goals
- Look at trends over years for systemic issues
- Seek support from school based data clerks/experts

Don'ts

- Don't get lost in data
- Don't track everything
- Don't forget to disaggregate
- Don't let data confirm your assumptions – let it speak
- Don't use just one source: use CCRPI, district and school reports, US DOE
- Don't attempt to do it by yourself

Creating Program Goals



- Program goals are statements about an outcome that the program will devote resources for
- May be global or narrowly focused
- Determine priorities for school data
- Disaggregate by subgroups or categories
- Dig deeper: examine contextual factors from stakeholders
- Write program goals using SMART goal template
- **SMART: Specific, Measurable, Attainable, Results-oriented, Time-bound**

Program Goal Tips



Do's

- Base on achievement, attendance, and/or behavior
- Consider school improvement plan
- Use goals to focus the delivery and measurement of actions plans
- Write goals that matter to administration and carry out school mission
- Revise goals annually
- Report results to stakeholders
- Learn from unsuccessful goals; reflect and refocus

Don'ts

- Don't write goals on anything other than student outcome data
- Don't omit any of the SMART goal format
- Don't avoid challenging goals
- Don't write goals that are too easy
- Don't write goals that validate what you have already done
- Don't focus on failures: Use them as growing opportunities

Program Goal Examples



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- Elementary (Attendance)
 - ✓ By May 20, 2017, the number of students who accrued 10 or more absences in the 2016-17 school year will decrease by 10 percent from 144 (2015-16) to 129 (2016-17).
- Middle (Behavior)
 - ✓ By May 20, 2017, the number of minor infractions of all students, as defined by the PBIS program, will decrease by 20% from 1,409 minor infractions (2015-16) to 1,127 minor infractions (2016-17).
- High (Achievement)
 - ✓ By June 2017, the percent of students enrolled in AP classes taking the AP exam will increase by 3 percent from 92 percent (2015-16) to 95 percent (2016-17).

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Mindsets & Behaviors Planning Tool



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AMERICAN SCHOOL COUNSELOR ASSOCIATION
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. It isn't necessary to address each standard each year.

Mindsets	Grade Level	
	Academic	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 perseverance 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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Ethics for School Counselors



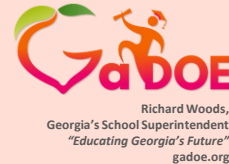
- [ASCA Ethical Standards for School Counselors](#) (Revised 2016)
- [Georgia Code of Ethics for Educators](#)
- Consult
- Operate within your standard of care
- Handout attached on summary of changes.

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GSCA Collaboration

2016 Annual Conference
November 2-4, Macon, GA



- Pre Conference Sessions
11/2/16

Session 2 - "Don't Get Stuck:
*Moving Forward in the
Implementation of the ASCA
National Model*" - **FULL DAY**
Shellie Marino

Session 3 - "Get on the RAMP-
*Taking Your School Counseling
Program to the Next-Level*" -
Julie Hartline **HALF DAY**

Trainings (2016-2017)

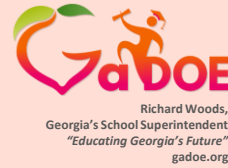
- Update on
Counselor
Keys
Effectiveness
System
Evaluation

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Your School Counseling Program

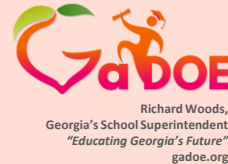


- Thursday, November 3
 - 9:30-10:45 AM
 - Friday, November 4
 - 8:00 AM - 9:15 AM
- SCHOOL COUNSELORS**
 Lifeline of the School, Heart of the Community
 GSCA 2016-2017
- Macon, GA
 - More in-depth look at the plan
 - An opportunity to hear from the developers of the plan
 - Participate in interactive activities with the plan's components
 - Walk away with ideas on how to implement components of plan the following Monday

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Future Webinars in the Model Comprehensive School Counseling Series

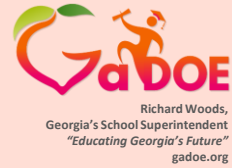


Click component's title to register

- [Delivery](#)
 - November 9 @ 1 PM
- [Accountability](#)
 - December 7 @ 1 PM
- Management archived webinar and presentation are available by clicking [here](#).

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RESCHEDULED
NEW DATE ANNOUNCED

- **Behavioral Health Resources for Families: Updates for GA Schools**
October 13, 2016

[Register 10:00 Session](#)
[Register 3:00 Session](#)
(Repeat of 10:00 AM)

- **Bullying Prevention Strategies for Schools**

Oct. 14, 2016 11:00 AM [Register](#)

- **Motivating the Unmotivated Student**

Oct. 26, 2016, 1:00 PM [Register](#)

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