



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Model Comprehensive School Counseling Plan



September 13, 2016

Follow Us on Twitter @gadoecounselors



EVERY STUDENT SUCCEEDS ACT

LISTENING SESSIONS:

- September 14:** North Learning Center, 450 Northridge Parkway, Atlanta
- September 19** Northside High School, 2002 American Way, Columbus
- October 6:** Dougherty Comprehensive High 1800 Pearce Ave, Albany
- October 12:** Old West Laurens (OWL) Training Center, 338 West Laurens School Road, Dublin
- October 13:** Pulaski Elementary School, 1001 Tibet Avenue, Savannah
- October 17:** Gordon County College & Career Academy, 305 Beamer Road, Calhoun

Follow Us on Twitter @gadoecounselors

Use of Time Assessment



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Direct Services

Amount of time spent toward the recommended 80% or more of the school counselor's time to direct and indirect services with students

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

Indirect Services

- Referrals
- Consultation
- Collaboration

Guiding Questions:

- How often to complete? **Twice a year**
- What to do with the assessment once completed? **Share with your administrator. Use as an advocacy tool for your time and program.**
- Can you do the tasks located on the school counselor competencies for the component Management. Click [here](#) for a copy of the document. The component Management starts on page 6.



Follow Us on Twitter @gadoecounselors

Adopted from American School Counselor Association

Use of Time Assessment

	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
	School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
7-7:15 a.m.							
7:16-7:30 a.m.							
7:31-7:45 a.m.							
7:46-8 a.m.							
8:01-8:15 a.m.							
8:16-8:30 a.m.							
8:31-8:45 a.m.							
8:46-9 a.m.							
9:01-9:15 a.m.							
9:16-9:30 a.m.							
9:31-9:45 a.m.							
9:46-10 a.m.							
10:01-10:15 a.m.							
10:16-10:30 a.m.							
10:31-10:45							
10:46-11 a.m.							
11:01-11:15 a.m.							
11:16-11:30 a.m.							
11:31-11:45 a.m.							
11:45 a.m.-Noon							
12:01-12:15 p.m.							
12:16-12:30 p.m.							
12:31-12:45							
12:46-1 p.m.							
1:01-1:15 p.m.							
1:16-1:30 p.m.							
1:31-1:45 p.m.							
1:46-2 p.m.							
2:01-2:15 p.m.							
2:16-2:30 p.m.							
2:31-2:45 p.m.							
2:46-3 p.m.							
3:01-3:15 p.m.							
3:16-3:30 p.m.							
3:31-3:45 p.m.							
3:46-4 p.m.							
TOTALS							
% per topic							
% per category							



Calendars

Annual

- [College Counseling Calendar](#)
- Sample Annual Calendars:
 - [High](#)
 - [Middle](#)
 - [Elementary](#)
- [Dublin City Schools](#) begins pg. 35

Annual

- Classroom lessons
- Back-to-school night
- Open house
- Parent/student conferences
- Standardized test dates
- Career or college nights
- Evening activities
- Transition (Move Up) Activities
- Standard Monthly Activities

Weekly



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- Create abbreviations of tasks and add a ledger
 - SG=Small Group
 - Cnf= Conference
- Build in flexibility to allow for crisis situations
- Add in unplanned occurrences when applicable

Weekly

- Classroom lessons
- Group and Individual Counseling
- Meetings with Students
- Collaboration and Advocacy
- Data Analysis
- Committee and Fair Share Responsibilities

Annual Partnership



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- Should be unique for each counselor. Complete a copy individually or with department.
- More than just a form: Have a purposeful meeting with your administrator and seek additional input and approval
- Usually occurs at beginning of the year (preferably by mid-September)
- Addresses how the school counseling program is organized and what goals will be accomplished
- Program Goals (usually two or three)
- Great opportunity to seek approval to attend professional learning and conferences (i.e. GSCA and/or ASCA conference). Discuss how you would benefit from attending and your plan for redelivering the information gained.
- Budget: Open discussion. Be prepared to have a list of desired items. How can current school funding assist? Fundraiser to support your initiatives or special program?
- IN NUTSHELL: Review—Consult with counseling colleague(s)—Complete—Meet with administrators

Advisory Council



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- Potential Members
- Agenda
- Frequency of Meetings
(best practice is two a year)
- Incorporate data into presentation
- Get feedback from members about what they would like to see from your program
- Minutes & Sign In Sheet
- *School Council*

Advisory Council Resources

Links:

- [Redesigning School Counseling: Advisory Council Meetings](#)
- [Sample Agenda and Minutes](#)
- [School Counseling Program Handbook for Advisory Councils \(Idaho\)](#)
- [Advisory Council Committee Members Brainstorm](#)

Follow Us on Twitter @gadoecounselors

7

Previous data webinar recording and presentation available by clicking [here](#). "Making Data Work"

Program Results Data



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Process

- Numbers Impacted
- Number of sessions; length of sessions
- How/when delivered

Perception

- Pre/Post
- Surveys
- Measure attitudes, knowledge, skills
- (I believe...; I know...; I can...)

Outcome

- Achievement
- Attendance
- Behavior
- Analyze data to identify goal/issue/gap
- Return to data after completing intervention

Follow Us on Twitter @gadoecounselors

8

Core Curriculum Action Plan



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Goal: _____

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain and Standard (Mindsets & Behaviors)	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Contact Person
Grade	Title of Lesson	How many lessons in what subject/classes	Mindsets and Behaviors Standards Used	What will you use to deliver this lesson?	Months lesson happening	% of grade level students (#students in grade); how many classes	Most common: Pre and Post Survey consisting of what type of questions	What data: A, A or B Did data increase/decrease for what population and what was measured	Counselor's Name

Georgia Department of Education

Follow Us on Twitter @gadoecounselors

9

Small-Group Action Plan

School Name	Your School's Name
Group Name	What type of group can you facilitate that may support academic, attendance, or behavioral goals?
Goal (SMART format)	By (end date), (targeted group) will (increase/decrease something related to achievement, attendance or behavior) by (measure of change) percent from (baseline data) to (target data).
Target Group	Who to invite for this particular group? Can other stakeholders help identify?
Data to Identify Students	Baseline data

Remember this is data for BEFORE the intervention/activity takes place.

School Counselor(s)	ASCA Domain & Standard (Mindsets & Behaviors)	Outline of Group Sessions to be Delivered	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Project Start/End
List counselor facilitating group	Which domain & identify one or two mindsets and behaviors that best match the group's focus.	List topic of each session... Lesson 1: Topic Lesson 2: Topic Lesson 3: Topic Etc.	What materials or curriculum will you need to facilitate the group from beginning to end?	*anticipated number of students *number of sessions planned *session length planned	What type of survey will be used to collection perception data around this goal? Attitude: Students believe Knowledge: Students know Skills: Students can	Refer back to your data used to identify students	*planned dates

Closing the Gap Action Plan

(Different than the results report, which comes in another component)



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- Discern Priorities from School Data
 - Academic, Attendance, Behavior Needs
 - School Improvement Plan
 - School Data Profile Sheets
- Disaggregate School Data
 - Identify gaps by subgroups
 - Academic: Race/ethnicity, gender, grade, etc
 - Attendance: (specified number of absences, tardies, early checkouts
 - Behavior: By offenses (peer conflict, bullying, class disruption)
- Identify students associated with the identified gaps
- Identify your standards
- Design activities and interventions
- Define and develop the measurements
- Implement Intervention
- KEY PHRASE: *How are students different because of your interventions and involvement?*

Follow Us on Twitter @gadoecounselors

11

Closing the Gap Action Plan



Richard Woods,
Georgia's School Superintendent
"Education Georgia's Future"

School Name	
Goal:	Smart goal format
Target Group:	
Year:	

Data to Identify Students				Remember this is data for BEFORE the intervention/activity takes place.			
School Counselor(s)	ASCA Domain and Standard (Mindsets & Behaviors)	Activities Planned and How Delivered	Resources Needed	Process Data (Number of students affected)	Perception Data (Type of surveys/assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Projected Start-End Dates
Counselors' Names	Which domain & identify one or two mindsets and behaviors that best match the group's focus.	# sessions of (delivery method) on (topic) based on target group Can list multiple activities with different delivery methods	What materials or curriculum will you need to facilitate the group from beginning to end?	*anticipated number of students	What type of survey will be used to collect perception data around this goal? Attitude: Students believe Knowledge: Students know Skills: Students can	Refer back to your data used to identify students for target group to close the gap	*planned dates

Best Practices



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- Print or email your weekly calendar to your administrators and clerical help.
- Post calendars in your office area.
- Review your calendar at the end of day and revise if needed for next day.
- Hallway conversations: Invite person to come to your office at a specific time to further discussion
- Plan meetings with your administrator in advance.
- Meaningful goals based on your data
- Assign someone to keep minutes for each advisory council meeting
- Include students if applicable on advisory council
- Include persons who reflects your school population on your advisory council
- Follow up on recommendations from advisory council members.
NOTE: They may even be willing to assist with those recommendations.
- Stay organized when implementing these tasks.
- Develop lesson plans for lesson plans you conduct using sample template
- **SHOW HOW STUDENTS ARE DIFFERENT AS A RESULT OF THE SERVICES YOU PROVIDE**

Follow Us on Twitter @gadoecounselors

13

GSCA Collaboration



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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

Follow Us on Twitter @gadoecounselors

14

Upcoming Webinars



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- **Child Abuse Prevention & Mandated Reporting Training**
September 20, 2016, 2:00 PM
[Register](#)
- **Si Se Puede!! (Yes, You Can!): Building School Counselor and Latino Parent Partnerships to Promote Student Success**
September 28, 2016, 2:00 PM
[Register](#)
- **Evidence-based Gatekeeper Curriculum for Schools: Practical considerations for adoption and training**
September 23, 2016 11:00 AM
[Register](#)
- **Behavioral Health Resources for Families: Updates for GA Schools**
September 27, 2016 11:AM & 2:PM
[Register 11:00 Session](#)
[Register 2:00 Session \(Repeat of 11AM\)](#)

Future Webinars in the Model Comprehensive School Counseling Series

Click component's title to register

- [Foundation](#)
 - October 12 @ 1 PM
- [Delivery](#)
 - November 9 @ 1 PM
- [Accountability](#)
 - December 7 @ 1 PM

Follow Us on Twitter @gadoecounselors

15

Get the Templates



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

ASCA Website:

- <http://www.schoolcounselor.org/school-counselors-members/asca-national-model>
- Scroll down to see the phrase "Get the templates".

Need an overview of the ASCA National Model to share with administrators, other faculty or parents? Download the [Executive Summary](#). Have a copy of the "ASCA National Model Implementation Guide"? [Get the templates](#).

GSCA Website:

- <http://gaschoolcounselor.org/?ckes>
- Scroll down to see the section "CKES Documents".
- You can click CKES-All Documents to get all the documents in one file.
- Add item to your cart and provide email address. It's free.
- Record keeping purposes

Follow Us on Twitter @gadoecounselors

16