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- Additional components of the Student Services Plan (not typically provided by the school counselor)
- ADE Directory

Foundation

Beliefs

Questions to Consider

- Questions
 - 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?

What are your beliefs?	
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?	

Vision Statement

School Counselor Vision Statements

- Vision statements are
 - Aligned with the school/district vision and goals
 - Clearly articulated
 - Based on the assumption that all children can achieve
 - Academically, socially/emotionally, and career wise
 - Forward/future focused
- Vision statements describe the picture of student success you visualize and plan for in your comprehensive school counseling program.

Sample Vision Statements

- **Van Buren**
 - Our vision is to foster academic, career, and personal/social growth for all students to be able to achieve their full potential through a comprehensive school-counseling program.

Include your vision statement here:

Mission Statement

School Counselor Mission Statements

- Mission statements are
 - Aligned with the school/district mission
 - Clearly articulated
 - Based on the assumption that all children can achieve
 - Academically, socially/emotionally, and career wise
- Mission statements describe your mission going forward to help students achieve to their fullest potential through your comprehensive school counseling program.

Sample Mission Statements

- **Van Buren**
 - The mission of the Van Buren Counseling department is to address the needs of the whole child by systematically providing a comprehensive school counseling program, which empowers every student to achieve their maximum potential.
- **Bentonville – Apple Glen Elementary**
 - The Apple Glen counseling department provides a comprehensive, developmentally appropriate counseling program, focused on academic, personal/social and career education within a supportive, caring and nurturing environment, allowing all students to achieve school success and be prepared to lead fulfilling lives as productive members in their communities and around the world.

Include your missions statement here:

Program Goals

- Program goals are developed from data review and are used
 - To determine where there are student gaps
 - To 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*).

- Some data you might consider reviewing:
 - Attendance
 - Assessment results
 - Discipline/safety concerns
 - Gaps identified in other school plans
 - Grades
 - Socio-economic status
 - Migrant students status
 - English Language Learners
 - Drop-out or graduation rates
 - Gender/Ethnicity
 - Demographic changes over time
 - Other

Link to example of School Data Profile -ASCA

<https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>

Include your goal(s) here:

Foundation

Program Goal Worksheet - School Data Profile Review
What data sources and process will we use to complete our review?
What are we doing well, what are our areas of strength?
What are our gaps, our needs, and areas for growth? Where do we need to focus our efforts?
What supports (programs and procedures) are we currently providing that might help close the gaps?
What new strategies are we thinking about implementing to close the gaps?
What are our program goals?
What resources are needed to implement our goals?
How and when do we plan to evaluate the effectiveness of our strategies? What kind of data are we looking for? (Process, perceptual, outcome/results)
How will we present our plan/data to others?

Tools to use to develop and deliver goals:

ASCA Mindsets and Behaviors

- “The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development.”
American School Counselor Association (2014). Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student. Alexandria, VA: Author.
- Link to ASCA Mindsets and Behaviors
 - <http://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>
- Link to ASCA Mindsets and Behaviors Program Planning Tool chart
 - <http://schoolcounselor.org/asca/media/asca/RAMP/M-BProgramPlanningTool.pdf>

Professional Competencies

- Link to TESS for School Counselors
 - <http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling/tess-for-counselors>
- Link to 2016 ASCA Counselor Ethical Standards
 - <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- ASCA School Counselor Competencies
 - <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

Smart Goals



Management

The school counselor uses assessment tools to evaluate the comprehensive counseling program. Questions that may be asked are:

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

Tools you may use to assess your program (examples and/or links below)

- Comprehensive School Counseling Program/Components of the Public School Student Services Act Self-Assessment (**Example 1**)
- American School Counselor Association – Self-Assessment
 - <https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>
- Use-of-Time Assessment/Chart
 - <https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>
- Use-of-Time Assessment (**Example 2**)
- Annual Agreement (**Example 3**)
 - <https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>
- Advisory Council (**Example 4**)
- Appropriate and Inappropriate Activities for Counselors (ASCA document – see link below)
 - <https://www.schoolcounselor.org/asca/media/asca/home/appropriate-activities-of-school-counselors.pdf>
- Calendars –
 - Year at a Glance (**Example 5**)
 - Month and Week at a Glance (**Example 6**)
- Tools for Discussion
 - Resolution of the School Board (**Example 7**)
 - College Board Counselor Resources to Download
 - <https://secure-media.coll> https://secure-media.collegeboard.org/digitalServices/pdf/nosca/a-closer-look_2.pdfhttps://secure-media.collegeboard.org/digitalServices/pdf/nosca/11b_4729_PC_Toolkit_WEB_111104.pdf
 - https://secure-media.collegeboard.org/digitalServices/pdf/nosca/a-closer-look_2.pdf
- School Data Profile
 - <https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>

Example 1: Program Assessment

Comprehensive School Counseling Program/Components of the Public School Student Services Act Self-Assessment			
CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
FOUNDATION			
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. Beliefs should be reviewed and updated periodically.			
Vision Statement			
Vision statement is developed, aligned with school/district goals, and is clearly articulated. It provides a picture of student success.			
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).			
Program Goals			
Data sources are identified, and process for data review has been developed.			
Data areas of strength have been identified.			
Data areas of growth, gaps, or needs have been identified.			
Programs/procedures to close the gaps that are currently available are identified and reviewed.			
New strategies to close the gaps have been considered.			
Program goals have been developed.			
Resources (time and money) are focused where they can be most effective.			
Evaluation tools have been identified. School counseling program data (process, perception, outcome/results) will be used to provide direction to the comprehensive counseling program.			
Results data are presented to others (school, district, and/or other stakeholders).			

Management

CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
PROGRAM MANAGEMENT			
School Counseling Program Assessment			
School counseling program assessment has been completed and areas to address are identified.			
Use-of-Time Assessment			
Use-of-time assessment is implemented in the comprehensive school counseling program.			
The Student Services Plan includes provisions and planning for the counselor to provide direct services to students at least 75% of the time each month.			
The Student Services Plan includes provisions and planning for the school counselor to provide administrative support services that are related to the provision of guidance services no more than 25% of the time each month.			
Annual Agreement			
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.			
Advisory Council			
The counseling program includes provisions for an advisory council. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.			
Calendars (Annual and Weekly)			
Calendars are developed, implemented, and shared with stakeholders.			
Calendars are aligned with goals developed, vision and mission, and the planned use of time indicated in the annual agreement.			
ASCA School Counselor Professional Competencies and Ethical Standards			
ASCA School Counselor Competencies and Ethical Standards have been reviewed.			
The counselor abides by Code of Ethics for Arkansas Educators.			

Management

CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
DELIVERY			
Direct Counseling			
Individual and Group counseling is available to all students and services are described in both the Student Services Plan and the comprehensive counseling program.			
The counselor delivers school counseling curriculum lessons to classroom and large groups – No more than 40 minutes per session and no more than 3 per day or 10 per week.			
Orientation programs are developed and are included in the Student Services Plan and the comprehensive counseling program for students at each level of education or for transferring students.			
Academic advisement procedures are included in both the Student Services Plan and the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle and high school.			
Interpretation of student academic and educational assessment results is provided.			
The counselor provides support to students to help them understand the relationship between classroom performance and success in school.			
The Student Services Plan defines strategies and action steps taken to assist students in age appropriate Career Action Planning including, but not limited to, career awareness, employment readiness, career information and the knowledge and skills necessary to achieve college and career goals.			
The Student Services Plan include guidance on the strategies and action steps to provide students with career counseling, identification of available college assessments, career and workforce opportunities and alternative programs that may be available to secondary student.			
Informational resources are available for student and parent use in college- and career- readiness planning.			
Administrative Activities			
Consultation with parents, faculty, and out-of-school agencies takes place as needed.			
Coordination of services/programs for students, parents, teachers, and other stakeholders (i.e. parental involvement).			
Referrals to in and out of district support services			
Student record keeping procedures are in place and records are reviewed and/or updated for the counselor’s use.			
Parents are encouraged, during parent conferences, to support partnerships with the school in planning their child’s academic and career goals.			

Management

CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
The following services may be Direct Counseling or Administrative Services depending on the program and student involvement			
The counselor may be involved in the following programs designed to help students develop their skills (conflict resolution, programs to promote understanding of others, and positive communication skills).			
The development (administrative) of a school/district anti-bullying program.			
The implementation (direct) of a school/district anti-bullying program.			
The development (administrative) of a school/district suicide prevention public awareness program.			
The implementation (direct) of a school/district suicide prevention public awareness program.			
<i>ADDITIONAL COMPONENTS OF STUDENT SERVICES PLANS</i>			
The following components must be included in the school/district student services plan, but are not typically implemented by the school counselor.			
Psychological Services			
Psychological services are provided and include, but are not limited to; evaluation of students with learning or adjustment problems, evaluation of students in exceptional child education programs, consultation and counseling with parents, students and school personnel to ensure students are ready to succeed and are preparing for college and/or careers, a system of early identification of learning potential and factors that may affect a child's educational performance is in place, there is a system of liaison and referrals, and there are written policies to assure ethical procedures are in place for psychological activities.			
Visiting teacher and social work services			
Casework is provided to assist in the prevention and remediation of problems such as attendance, behavior and learning.			
Home/school liaison services are provided to assist in appropriate referrals to school and community agencies for assistance.			
Health Services			
Services are provided to students with special health care needs (chronically ill, medically fragile, technology-dependent and other health impairments).			
Licensed, trained personnel perform all invasive medical procedures tasks required by student and that are provided at the school.			
Trained personnel provide custodial health services needed by students under individualized healthcare plans.			

Management

CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
Occupational and Placement Specialist			
There is an occupational and placement specialist that serves as a liaison between employers and the school to develop connections between the school and business and industry.			
Other			
The plan identifies the alternative methods of classroom management that the district has implemented.			
The plan clearly defines the procedures of the district-level tracking system for school dropouts, and includes provision for student services personnel in all schools to conduct exit interviews of students dropping out of school and for follow-up of such students when possible.			
The plan clearly defines the procedures of the district-level system for the follow-up of high school graduates.			
The plan clearly defines the procedures of the district-level tracking system for students who fail to reach proficiency on state-mandated assessments			
All staff are trained and certified in the appropriate specialty or following a Department of Education ALP.			

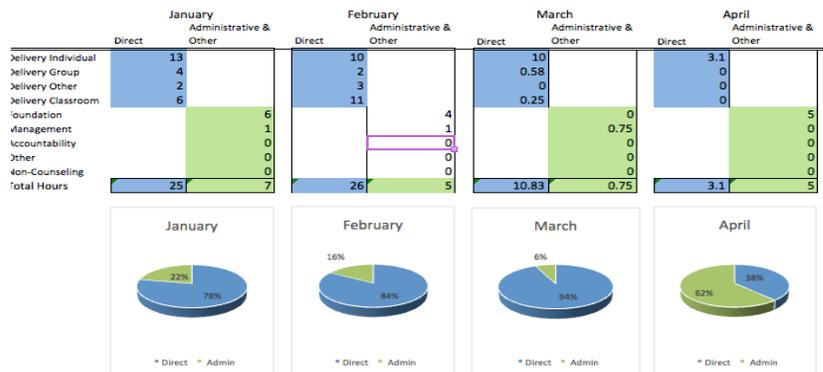
Management

CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
ACCOUNTABILITY			
Data Tracking			
School data results are analyzed, and implications for results over time are considered. Data is used to highlight or identify access or equity issues.			
Use-of-time assessments are analyzed and used to guide decisions for the school counseling program.			
Program Results (Process, Perception and Outcome Data)			
Process, perception, and outcome results are analyzed, and data is used to develop the comprehensive school counseling program.			
Program results are shared with stakeholders.			
Evaluation and Improvement			
The school counselor uses results from the program evaluation, TESS, and other data sources to develop the comprehensive school-counseling program.			
The school counselor reflects on the comprehensive school program and identifies areas of strength.			
The school counselor reflects on the comprehensive school program and identifies areas for improvement.			
Results data are presented to others (school, district, and/or other stakeholders).			
The school counselor recommends changes/updates to the Comprehensive School Counseling program based upon data and results.			

Management

Example 2: Arkansas Use-of-Time Data Tracker

Month	Direct Counseling						Administrative Activities												Other										
	Individual Planning/Response Services			Guidance Curriculum			Program Foundation				Program Support				Program Management				Assessability				Program Other						
	Delivery One-on-One	Delivery Group	Other	Delivery Classroom	Lesson	Other	Program Development	Program Support	Program Management	Program Assessment	Program Evaluation	Program Improvement	Program Innovation	Program Research	Program Training	Program Other													
January																													
February																													
March																													
April																													



Month	Direct Total	Administrative Total	Total
01	0	0	0
02	0	0	0
03	0	0	0
04	0	0	0
05	0	0	0
06	0	0	0
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09	0	0	0
10	31	7	38
11	26	5	31
12	3.93	0.75	4.68
13	10	5	15
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Example 3: Arkansas Annual Agreement Template

School Counselor Year

School Counseling Vision and Mission Statements

School Counseling Program Goals

Program Goal Statements	
1	
2	
3	

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling Program. All components are required for a comprehensive school counseling program.

	Percent of Time		Activities Include
Direct Services Provided to Students (at least 75% of time each month)	0__%	Delivering school counseling core-curriculum	
	0__%	Providing individual or group student planning and support	
	0__%	Providing other direct responsive services	
Administrative Activities Related to School Counseling (no more than 25% of time each month)	0__%	Planning and evaluating the school counseling program and school support activities	
	0__%	Consulting to provide support for students	
	0__%	Coordinating programs for student success (academic, social/emotional, career)	

Management

Example 4: School Counselor Advisory Team

The advisory team or council consists of a representative group of stakeholders. This team can include parents, students, staff/faculty, and community members. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program. Ideally this group would meet at least two times a year.

Advisory Team members:

The Team meets (dates):

The Team meets (location):

Management

Advisory Team Planning Template

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

Planning and Results Documents

The following documents have been developed for the school counseling program.

- Components of the Student Services Plan for Counseling
- Annual Calendar
- School Data Profile
- Use-of-Time Assessment
- School Counseling Program Goals
- Accountability Results/Reflection from Previous Year
- Other

Professional Development

I plan to participate in the following professional development based on school counseling program goals, my school counselor competencies self-assessment, and my TESS PGP.

Professional Collaboration and Responsibilities Choose all that apply.

Group	Weekly/Monthly/Annually	Group Chair
A.		
B.		
C.		
D.		

Budget Materials and Supplies

Annual Budget \$ Materials and supplies needed:

Additional Notes:

School Counselor Signature _____

Principal Signature _____

Date _____

Adapted from



Management

Appropriate Activities for School Counselors

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

Inappropriate Activities for School Counselors

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk



Management

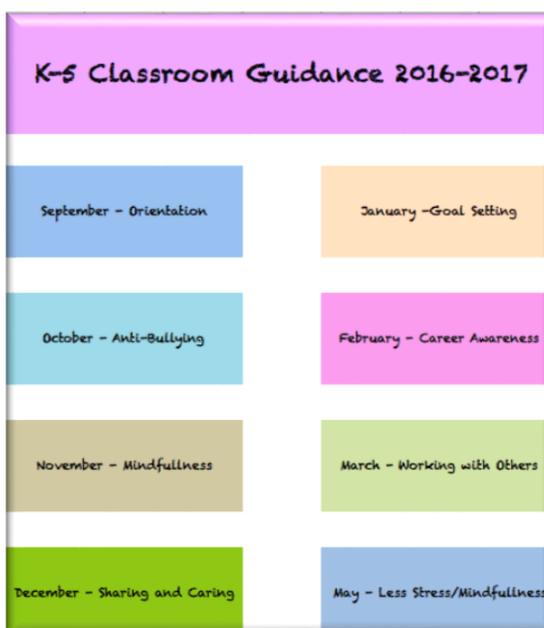
Calendars

Annual or yearly calendars provide an overview of counseling programs and services provided throughout the school year

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

Example 5: Annual Calendars

August 2016 School begins 8/11. Back-to-School Night 8/16 @ 6:00 p.m. School Board Meeting 8/25 @5:00 p.m. Bully Prevention Program: Bullying Prevention Pre-Survey	January 2017 School resumes 1/5 District Advisory Meeting: 1/24 @ 7:15 MLKJ Day: 1/16 8th Grade Registration: 1/19-20 5th Grade Transition Tours: 1/24-26 Classroom Guidance Career Lessons
September 2016 Labor Day: 9/5 Parent Conferences 9/28-29-Evening Classroom Guidance Begins Resilience Lessons Small Groups Begin	February 2017 President’s Day: 2/20 College/Career Week 2/13-16
October 2016 District Advisory Meeting: 10/25 @ 7:15 Fall Break: 10/13-14 RTI Referrals Classroom Guidance Resilience Lessons	March 2017 Spring Break: 3/13-17 Parent Teach Conferences Bully Prevention Post-Survey
November 2016 ARCA Fall Conference: 11/16-18 Thanksgiving Break: 11/23-25 Classroom Guidance Academic Lesson: Small Groups – selected topics	April 2017 Spring Break Small Groups – selected topics
December 2016 Classroom Guidance Career Lessons: Small Groups – selected topics Winter Break: 12/22-1/5	May 2017 District Counselor Meeting Last Day of School: 5/24



Management

Example 6: Monthly and Weekly Calendars

September 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					New Student Orientation- Fall Camp	
	Schedules Available	Fill Day of Classes - Welcome back	Schedule Change Requests	Schedule Change Requests	Schedule Change Requests/ Faculty Meeting	
	Surveys for Groups	Responsive Services/ Schedules	Mini/Inns Mini Lesson	Responsive Services/ Schedules	RTI Team Meeting	
	Classroom Guidance	Classroom Guidance/ Planning	Classroom Guidance/ Planning	Small Group Orientation	RTI Team Meeting	
	Administrative Team Planning Group	Mini/Inns Mini Lesson	College Visit - Arkansas	Small Groups Begin	RTI Team Meeting/Faculty Meeting	

Arkansas High School
Counselor
Email Address
801-456-9999

September Activity/Program/Event	Grade Levels	Arkansas Direct Services/Administrative Activities	ASCA Domains
Career Introduction - ACT Profile	9th - 10th	Direct	Academic, Career
Student Advisory Council Meeting #1	6 th - 12 th	Direct	Social/Emotional
Small Group Counseling - Weekly	6 th - 8 th	Direct	Social/Emotional
Individual Counseling/Responsive Services Daily	6 th - 12 th	Direct	Social/Emotional
RTI Team - Provide feedback	6 th - 12 th	Administrative	Academic, Social/Emotional
Anti-Bullying Classroom Guidance	6 th - 8 th	Direct	Social/Emotional
Financial Aid Information Night	11th - 12th	Direct/Administrative	Academic, Social/Emotional and Career
9th Grade Student and Parent Night	9 th	Direct/Administrative	Academic, Social/Emotional and Career
10th Grade Student and Parent Night	10 th	Direct/Administrative	Academic, Social/Emotional and Career
Career Introduction - Navience	10th - 11 th	Direct	Academic, Career
College Application Workshops	12 th	Direct	Academic
Recommendation Letter Classroom Meetings	12 th	Direct	Academic
Senior Meetings Begin	12 th	Direct	Academic, Social/Emotional and Career
Counselor Professional Development	N/A	Administrative	Professional Development
Advisory Team Meeting #1	N/A	Administrative	Academic, Social/Emotional and Career

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am - 8:40 am	Breakfast Bunch	Breakfast Bunch	Tier Intervention Group Check	Breakfast Bunch	Tier Intervention Group Check
8:50 am - 9:30 am	K - Classroom Guidance	2 nd Grade Classroom Guidance	Military Kids Group	Responsive Services	Classroom Guidance - Special Requests
9:40am - 10:20 am	3 rd Grade - Classroom Guidance	K - Classroom Guidance	5 th Grade Classroom Guidance	RTI Tier III Interventions/ Support	1 st Grade Classroom Guidance
10:30 am - 11:20 am	Responsive Services	3 rd Grade - Classroom Guidance	4 th Grade Classroom Guidance	4 th Grade Classroom Guidance	5 th Grade Classroom Guidance
11:30 am - 12:20 pm	Lunch/Small Groups	Lunch/Planning	Lunch/Small Groups	Lunch/Planning	Lunch/Planning
12:30 pm - 1:10 pm	RTI Team	Responsive Services	Administrative Support Team	1 st Grade Classroom Guidance	RTI Team
1:20 pm - 2:00 pm	2 nd Grade - Classroom Guidance	3 rd Grade - Classroom Guidance	Responsive Services	504 Meeting with Parents	TBD
2:10 pm - 2:50 pm	RTI Tier III Interventions/ Support	TBD	Bullying presentation in auditorium K-2	Bullying presentation in auditorium 3-5	Responsive Services
3:00 pm - 3:40 pm	Office	Office	Office	Faculty Meeting	Office

Management

Example 7: Resolution of the School Board

Resolution for Approval of the Public School District's K - 12 Comprehensive Guidance Program

- It is important for the school counseling program to be supported and promoted by the school district leadership and school board. Recognizing that school counselors play an important role in closing gaps for students is important to the success of the comprehensive school counseling program. This document could be used as a planning tool in speaking with the school board.
 - <https://docs.google.com/document/d/14T4Sr9Nm6Wb63-r7Nwj1mNjKv044VXNJRtVZlCF3-VI/edit#>

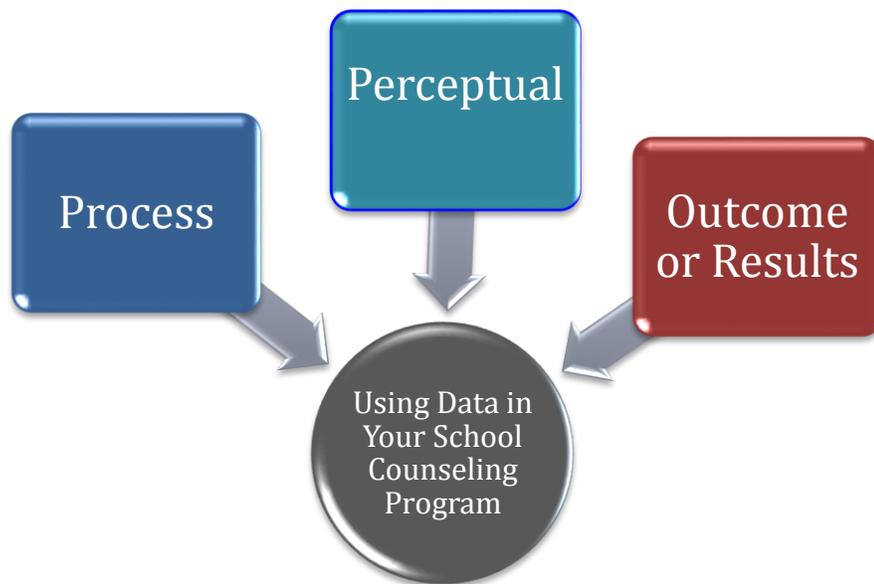
Data Use in School Counseling

Why do counselors use data in school counseling?

- Counselors use data to advocate for student success.
- Counselors use data to identify student gaps.
- Counselors use data to develop program goals.
- Counselors use data to determine effectiveness of the comprehensive counseling program.

The type of data you choose to use should be determined by the information you are seeking. When developing the data gathering or review process, consider the analysis you plan to conduct and the story you plan to tell with the outcome.

Types of Data



Management

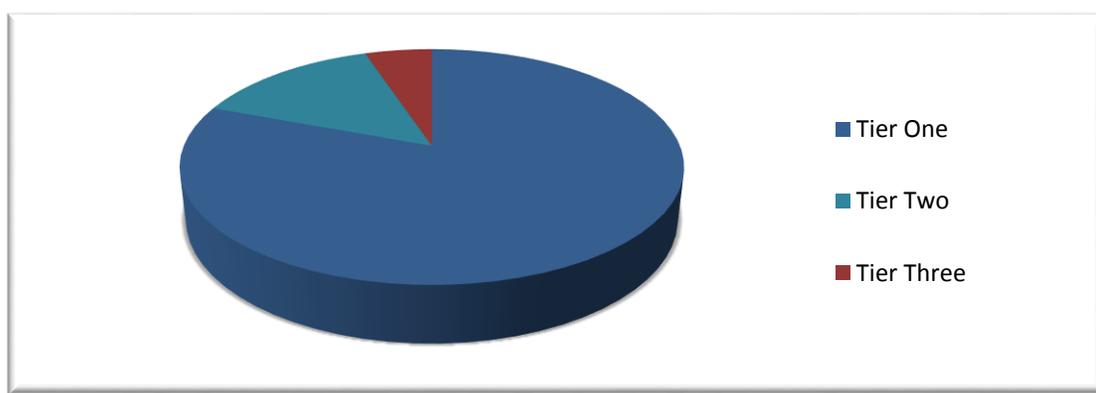
Process Data

Process data answers the question “what”. It describes the activity that is occurring; the target population and how many students are affected.

- Types of process data you might use
 - School activity participation – where are your students involved?
 - Student involvement in at-risk supports (small groups, individual counseling, RTI, etc.)
 - Parent, student, community participation in school events
- Example of Process Data – Student intervention at each RTI Tier
 - Ninth grade students are the target population
 - The data gathering will include the number of students at each tier
 - The data review will indicate whether the school counselor is following district RTI guidelines (percentages of students at each tier)
 - Least intensive/less frequent to most intensive/more frequent
 - The process data will be used at a later date along with perceptual data to indicate whether individual students perceive that they are able to use the strategies shared in classroom lessons, small groups and through individual counseling

Who is your target population?	Ninth Grade Students
How many participants will you have?	176
What is the activity?	Identification of the numbers of students served with school counseling supports in Tier One, Tier Two, and Tier Three

Number of Students at Each Tier



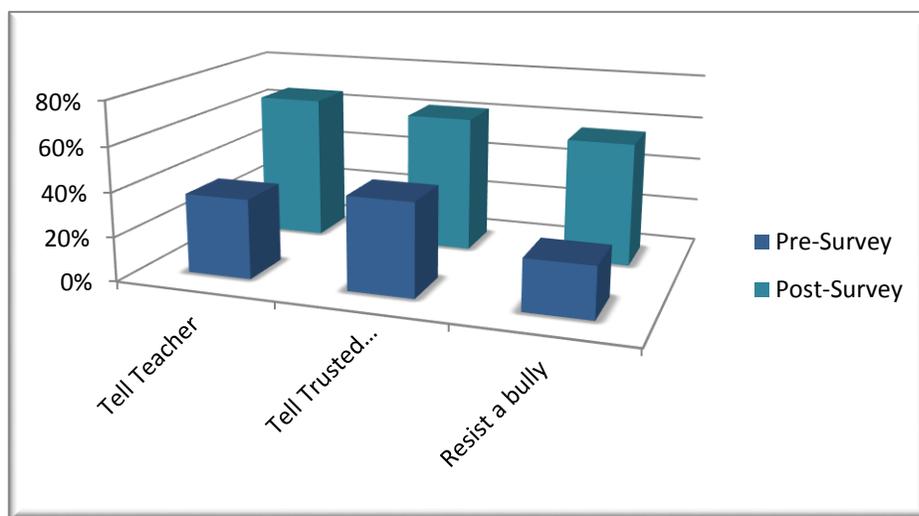
Management

Perceptual Data

Perceptual data measures what others think they know, or what they perceive they have learned. This can be a change in attitude or beliefs, perceived improvement in skills, or attainment of a new skill or knowledge.

- Types of perceptual data you might use
 - Pre/post test
 - Surveys
 - Self-evaluations/feedback
 - Needs assessments
- Example of perceptual data – Pre/Post
 - Pre
 - 36% of 3rd grade students report that they know to tell the teacher when they are bullied or see bullying occur
 - 42% of 3rd grade students report that they know to tell a trusted adult/counselor when they are bullied or see bullying occur
 - 23% of 3rd grade students report that they could resist a bully
 - Post
 - 66% of 3rd grade students report that they have developed new skills and can apply them regarding bullying in their class (tell teacher)
 - 62% of 3rd grade students report that they have developed new skills and can apply them regarding bullying in their class (tell trusted adult – counselor)
 - 56% of 3rd grade students report that they have developed new skills regarding bullying in their class (resist a bully)

Pre/Post Data Report Example Perceptual Data



Management

Outcome Data or Results Data

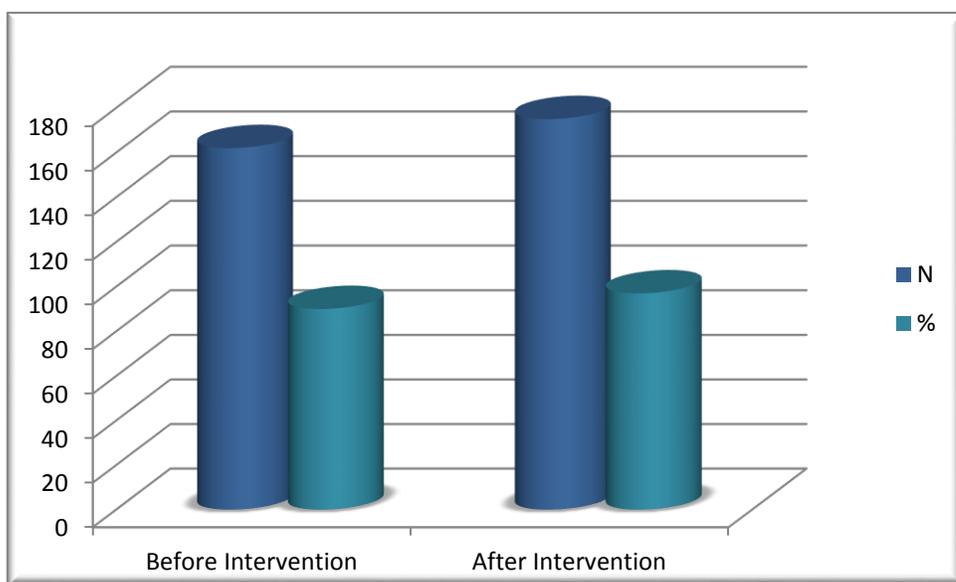
Outcome data is used to show if the program, lesson, etc. has made an impact on students (data indicates students are able to apply the mindsets and behaviors you are attempting to address with them).

- Example of Outcome Data – attendance
 - Three of four students who were receiving individual and/or group counseling for attendance have decreased their absenteeism from an average of 18 to 5 days for the year
 - Attendance for three of four students who are receiving individual and/or group counseling for attendance have increased their average attendance from 90 to 97% for the year

Change in Student Attendance after Counseling

N=Number of Days in Attendance (180 total days)

%=Percent of Days in Attendance



Management

Action Plans

Arkansas School Counselor Action Plan

School

Counselor

Target Group

Data Used to Identify Target Group

Goal #1		Goal #2		Goal #3	
ASCA Mindsets and Behaviors addressed		ASCA Mindsets and Behaviors addressed		ASCA Mindsets and Behaviors addressed	
Arkansas Standards addressed		Arkansas Standards addressed		Arkansas Standards addressed	
Delivery Strategies and Actions		Delivery Strategies and Action		Delivery Strategies and Actions	
Anticipated Challenges or Barriers		Anticipated Challenges or Barriers		Anticipated Challenges or Barriers	
Strategies and Actions to Overcome Barriers		Strategies and Actions to Overcome Barriers		Strategies and Actions to Overcome Barriers	
Type of Data for Accountability (Process, Perception, Outcome)		Type of Data for Accountability (Process, Perception, Outcome)		Type of Data for Accountability (Process, Perception, Outcome)	
Description of Data Used		Description of Data Used		Description of Data Used	
Timeline		Timeline		Timeline	
Resources		Resources		Resources	



Adapted from the American School Counselor Association – Closing the Gap Action Plan

Management

ASCA Closing the Gap Action Plan Template

<https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-templates>



CLOSING THE GAP ACTION PLAN

School Name _____ Year: _____
 Goal: _____
 Target Group: _____
 Data to Identify Students _____

School Counselor(s)	ASCA Domain, Standard and Student Competency	Type of Activities to be Delivered in What Manner?	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/Project End

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 is will impact your comprehensive school counseling program. Your communication method should be tailored to the audience you are presenting to.

Examples of school data reporting:

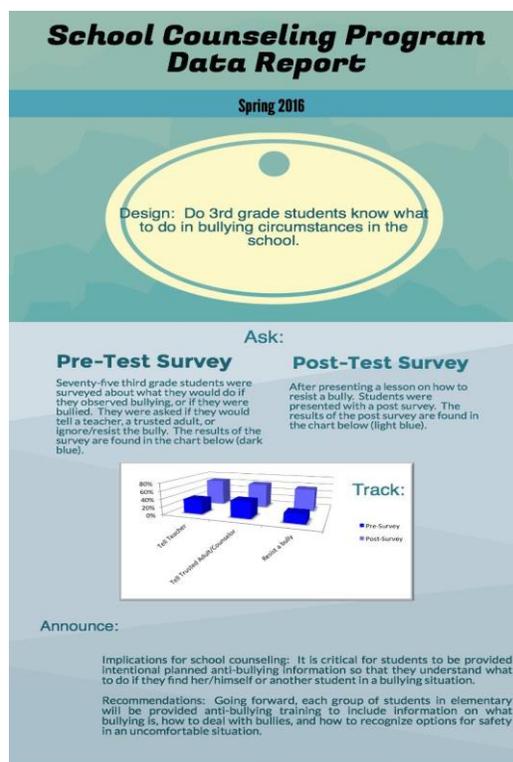
Examples of Results Reports:

From Making Data Work, Kaffenberger, Carol and Young, Anita, 2013.

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.

Chart Model

Graphic Model



Delivery

Direct Counseling

The Public School Student Services Act states that school counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling to students.

The following strategies are either best practices, or required in the Public School Student Services Plan (SSP). The list provides ideas for strategies, but is not exhaustive.

Strategies for Direct Counseling:

Classroom guidance - large and small group classroom sessions (SSP)

- Social/emotional (Personal Competency) development
 - Resolving conflicts and differences between groups (SSP)
 - Positive communication (SSP)
 - Intergroup skills (SSP)
- Guidance for students to help them understand the relationship between academic performance and success in school (SSP)
- Academic advising and planning (SSP)
 - Class/course discussion with individual students (SSP)
- Individual age-appropriate career education guidance and counseling and vocational decision making (SSP)
 - Career planning process (SSP)
 - Career awareness
 - Employment readiness
 - Career information
 - Knowledge and skills necessary to achieve career goals
 - Importance of taking rigorous courses
 - Advisement on national college assessments, workforce opportunities, and alternative educational programs to increase student knowledge of and access to post-secondary options
- Orientation programs for transitioning and new students (this does not include master scheduling) (SSP)
- Preventative interventions such as anti-bullying, suicide prevention, etc. provided directly to students (SSP)

Responsive services

- Individual or small group counseling (SSP)
 - Obstacles to learning (SSP)
 - Family/peer concerns
 - Social/emotional concerns
- Student peer helpers
- Crisis counseling
- Conflict resolution (SSP)
- Consultation with students

Individual Planning

- Four- and six-year plans
- Interest inventories
- Career development exploration activities (SSP)
- Exit interviews (SSP)
- Interpretation of student assessments with the student present (SSP)
- Review records and files while assisting students (SSP)

Tools for Direct Counseling

ASCA Mindsets and Behaviors

<http://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Arkansas Lesson Plan Template

https://docs.google.com/forms/d/1g1HYDQ4OzzCu-hMqPzS_Hw9U6V9YU56aHvuVmPzxyZ4/viewform

Examples of services that may be direct counseling or administrative services depending on the program and level of student involvement.

- Coordination or provision of programs on topics such as conflict resolution, programs to promote understanding of others, and positive communication skills.
- Coordination or provision of bullying prevention programs.
- Coordination or provision of suicide prevention public awareness programs.

Administrative Activities

The Public School Student Services Act states that school counselors shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

The following strategies are either best practices, or required in the Public School Student Services Plan (SSP). The list provides ideas for strategies, but is not exhaustive.

Strategies for Administrative Activities:

Individual Planning

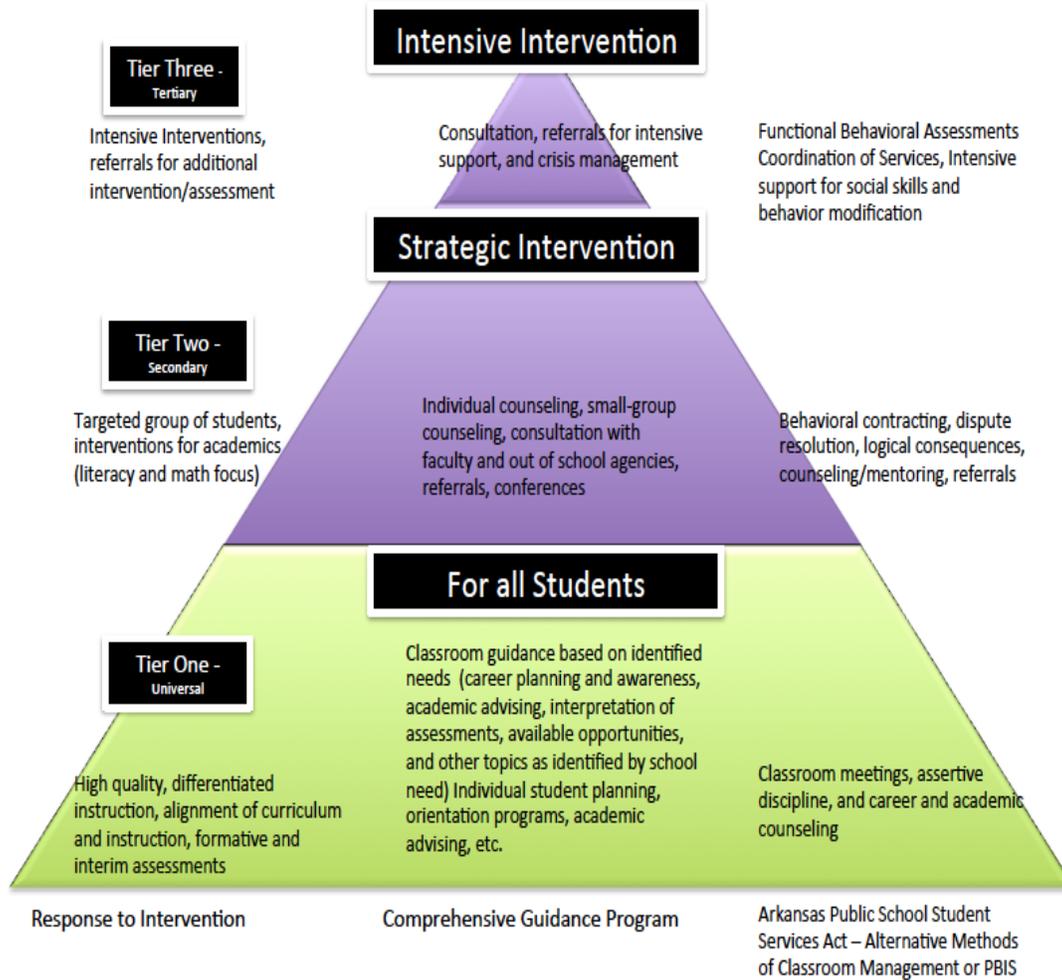
- Consultation services with school personnel and outside agencies (SSP)
- Making appropriate referrals (SSP)
- Student monitoring systems
- Referrals to outside agencies
- Updating student guidance/counseling records for counselor's utilization (SSP)

System Support

- Interpretation of student assessments with parents, educators and community (SSP)
- Data Analysis – measuring student outcomes
 - Sharing data analysis results
- Consultation/collaboration (internal and external)
- Program assessment and evaluation and revision
 - School counselor advisory board
- Professional development
- Planning and coordinating lessons and programs
 - Parental involvement (SSP)

Arkansas School Counselors Comprehensive Services for the Whole Child

Interventions for the Whole Child



Adapted from: Appendix P – Comprehensive Guidance and Counseling Programs and Response to Intervention (RTI)
Missouri Comprehensive Guidance Programs: Linking School Success with Life Success

Career Planning

Tools to use in Career Planning:

- Soft-skills development
 - Interview skills, manage your online persona, identify your strengths and areas for improvement – strengthen both
- ACT Profile
- College Board – student pages
- Arkansas Career Pathways – programs of study
- Career opportunities available
- Post high school education and training
 - Four-year colleges, tech schools, concurrent credit, articulated credit
- Discover Arkansas
- Scholarship information
- Career planner
 - Four- and/or Six-Year plans, academic records, resumes, results from inventories, scholarship and financial aid information.

What all high school students should know:

- Relationship between high school coursework and grades with post high school opportunities
- Graduation requirements
- Smart Core/Core requirements
- Programs of Study
- Scholarship opportunities
- Advanced Placement/Concurrent credit
- How to access and interpret results of interest/abilities inventories
- How to research colleges (two and four year)
- Job opportunities available
- Skills needed for post high school employment

Goal Setting and Planning for Success

Goal Setting Questions

- 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?
- Do you have personal goals 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. 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?

Arkansas Programs of Study

- <http://www.arcteassessment.com/curriculum-materials-and-information---new.html>

Arkansas Department of Career and Tech Education

- <http://ace.arkansas.gov/Pages/default.aspx>

Discover Arkansas

- <http://www.discover.arkansas.gov/?PAGEID=164>
 - Occupations - Career Watch Arkansas
 - Education
 - Career Interests, Training, and Job Outlook
 - Arkansas Job Link

Bureau of Labor Statistics - Arkansas

- http://www.bls.gov/oes/current/oes_ar.htm

Arkansas Job Link

- <https://www.arjoblink.arkansas.gov/ada/r/>

ACT Profile

- <http://www.act.org/content/act/en/products-and-services/act-profile.html>

What middle/junior high students should know:

- Relationship between middle/high school coursework and grades with high school opportunities
- How to access interest/abilities inventories and use them to explore the world of work
- College and career research tools
- Decision making, persistence, goal-setting, team building, conflict resolution, working with others, critical thinking, trouble shooting, organization, time management
- Programs of Study

What elementary students should know:

- Relationship between elementary school coursework and grades with middle/junior high school opportunities
- How to sit quietly, pay attention, how to share, communicate ideas, respect others, team building, working with others
- Career exploration – beginning exploration of the world of work

Elementary - Habits of Work and Learning

Habits of Work and Learning (HOWLS) help students monitor their learning habits and self-assess their progress throughout the year based on specific learning criteria. Students are able to identify areas of strength, and areas that need improvement. The habits are focused on personal competencies that will help students become more successful in school and beyond.

http://kmsportland.weebly.com/uploads/5/3/5/9/53598195/20150430_howls_rubric.pdf

Four-Year Plans and Portfolios

A four- or six-plan helps students take ownership of their coursework, and focus on a career area of interest. Students are able to map out their high school and post high school plans, which allows them the opportunity to personalize their education. Students use the four-year plan to ensure that they are taking the courses they need to graduate from high school.

High School Four-Year Plan Example – Central High School, LRSD

Central High School 4 Year Credit Plan

Class of 2018

Last Name _____ First Name _____ ID _____ Career Focus _____

Grad Plan: ___ Required
 ___ Scholars

Post HS Plans				

	Required	Scholars (Additional Requirements)	Middle School	2014-15	2015-16	2016-17	2017-18
				9 th	10 th	11 th	12 th
English	4						
Math*	4 Alg I, G, Alg 2						
Science	3 Phy Sci, Bio, Chem	1					
Soc Studies	3 Civ/Econ, WH, US	1					
Health	.5						
Phys Educ	.5						
Oral Comm	.5						
Lang. Arts	.5						
Fine Arts	1						
+Technology	1						
Career Focus	4.5^						
For Lang~		2					
Electives	3.5	1.5					
		Must include 8 pre-AP/AP courses					
TOTAL	26	28					

* Algebra 1 or higher taken in the 7th and/or 8th grade will count as 1 of the 4 credits, though all students are strongly encouraged to take math every year in high school.

^ 3 credits must be in one elective area with the other 1.5 credits being any course that will complement or help prepare a student for his/her career.

~ Foreign Language taken in the 7th and/or 8th grades will count on the high school transcript and for the scholars program.

+ Act 1280 requires that student take a digital learning class.

Student Resumes

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.

Student Resume Example

Joe E. Student

1500 Your Street, Little Rock, AR 72223 – 281-555-1234 – joestudent@gmail.com

Education

Big High School	Little Rock, AR
GPA: 5.134 weighted 5.0 scale	Class Rank: 22 out of 886
ACT: 31	SAT: 1950

Academic Awards & Achievements

- National Honor Society 11-12
- Academic Excellence in Physics Award, 2013
- Honor Roll 9-11

Activities and Awards

Big High School Baseball Team 9-12

Left handed pitcher, first baseman

- 2013 All District Academic Team
- 2013 All District Honorable Mention - Pitcher
- Competed in numerous tournaments, team has overall winning record
- Competed in numerous varsity-level tournaments and showcases across Arkansas, Oct 2012

Big High School MOB member

- Select group of students who drive school spirit by attending Big High School athletic events to promote positive encouragement and support in the stands. 11-12
Founded in memory of beloved football player who died while a student at Big High.

Volunteer Activities

Key Club 10-12

- Judged middle school theater contest 2 hrs/week
- Managed set-up at annual triathlon 36 weeks/yr
- Participated in carwash to raise fund for Key Club activities
- Solicited funds at annual bake sale
- Critiqued entries at annual community Chili Cook-off

Bar Association Family Day Volunteer

- Sorted food at Food Bank during BA's annual family workday 6 hrs/week 11
- Coached and cheered for Special Olympics bowling event sponsored by Bar Association 2 weeks/yr

Big City United Methodist Church

- Assisted at Vacation Bible School each summer 45 hrs/week 9-12
 - Acted as student support for the teachers 1 week/yr
 - Performed skits and interacted with children aged K-6 grades
- Volunteer liturgist and usher as needed

Student Resume Template

Student Name

1234 Street Address, City, ST Zip Code

Phone

E-mail

Education

High School Name and Address

GPA: (Note weighted or unweighted)

SAT:

Class Rank:

ACT:

Coursework: (Specialized or out of the ordinary only)

Academic Awards & Achievements

Ex. National Honor Society (and others)

Work Experience

Organization Name

City, ST

Dates

Job Title

- Responsibilities
- Activities
- Achievements

(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.)

Employment Skills

List your computer skills, certifications, training received...

Activities and Awards

Extracurricular Activity

Years or Grades performed

- Description of involvement
- Awards and Achievements

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
- Awards and Achievements

#hrs/week

#weeks/

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 in that form on the application, so start collecting that data now.

Exit Interview Model for Students Who May be Considering Dropping Out of School

The Student Services Plan should clearly define the procedures of district-level tracking system for school dropouts. The tracking system includes provisions for student services personnel in all schools to conduct exit interviews of students dropping out of school and for follow-up of such students when possible.

Ideas for following up with students:

- Exit Interviews
- End-of-Year Surveys
- Emails/Phone calls

This exit interview has been developed to provide a model that schools and/or districts may use when determining that a student is at risk for dropout.

The exit interview provides 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 exit interview provides data about dropouts, which may help the school or district to develop drop-out prevention programming.

Delivery

Questions you may use in the interview:

Date:	
Student Name:	
Student ID#:	
School Name:	
Name of Interviewer:	
Student Contact Information: (phone, email, etc.)	
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?	<input type="checkbox"/> Full-time work _____ <input type="checkbox"/> GED – High School Equivalency Examination <input type="checkbox"/> Training program or technical training for employment <input type="checkbox"/> Military <input type="checkbox"/> College (Two- or Four-Year) <input type="checkbox"/> Other _____

Additional Notes:

Exit Interview Model for Graduating Students

This exit interview has been developed to provide a model that schools and/or districts may use to follow-up with all graduating seniors. It is important to let students know that you plan to follow-up with them and request the most effective means of communication to contact them.

Exit interviews provide an opportunity for discussion with a student about their future college- and/or career-goals, and develop data to support future communication to determine if students have met their one-year post high school goals.

Questions you may use in the interview:

Date:	
Student Name:	
Student ID#:	
School Name:	
Name of Interviewer:	
Student contact information where student can be reached for follow-up: (phone, email, etc.)	
What are post-graduation plans?	<input type="checkbox"/> Full-time work at _____ <input type="checkbox"/> GED - High School Equivalency Examination <input type="checkbox"/> Training program or technical training for employment <input type="checkbox"/> Military <input type="checkbox"/> College (Two- or Four-Year) <input type="checkbox"/> Other _____

Additional Notes:

Accountability

School counselors reflect on and evaluate their comprehensive counseling program to ensure that 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 data and action plans developed earlier.

Tools for Evaluating the Comprehensive School Counseling Program

- Data profile review – what does your new data tell you?
- Use-of-Time analysis
- Feedback from provision of curriculum or programs (perception, process and outcome results)
- Feedback from small groups
- School counseling program assessment
- School counselor TESS
- School counselor reflection
- Review of action plan results

Tools for Sharing Results

- Presentations
 - School, district, parents, other stakeholders
- Handouts
- Webpages
- Inclusion in school improvement plan
- Data reports

Sample School Counselor Reflection Questions

The school counselor uses results from the program evaluation, TESS, and other data sources to inform the comprehensive school-counseling program. Add your reflections here:

The school counselor reflects on the comprehensive school program and identifies areas of strength. Reflect on program strengths here:

The school counselor reflects on the comprehensive school program and identifies areas for improvement. Include the areas you would like to improve here:

The school counselor recommends changes/updates to the Comprehensive School Counseling program based upon data and results. Include your recommendations here:

Results data are presented to others (school, district, and/or other stakeholders). Include your data sharing plan here:

Additional Components of the Student Services Plan

(Not typically provided or implemented by the school counselor)

- Psychological Services
 - Evaluation of students with learning or adjustment problems
 - Evaluation of students in exceptional child education programs
 - Consultation and counseling with parents, students, and school personnel to ensure that all students are ready to succeed and that all students are preparing for college and work
 - System for early identification of learning potential and factors that affect the child's educational performance
 - System of liaison and referrals with outside agencies
 - Written policies that assure ethical procedures in psychological activities
- Visiting teacher and social work services
 - Providing casework to assist in the prevention and remediation of problems of attendance, behavior, adjustment, and learning
 - Liaison between school and home
- Health services
 - Provide support for students with special health care needs
 - Provide invasive medical procedures required
 - Custodial health care services
- Suicide Prevention Awareness Program

Research Supporting Comprehensive School Counseling Programs

American School Counselor Association

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

<http://www.nacacnet.org/research/research-data/Research%20Member%20Only/McDonough.pdf>

Utah Comprehensive Counseling and Guidance Program Evaluation Report

- AYP and School Counseling

http://www.schools.utah.gov/cte/documents/guidance/publications/Research_UtahSchoolCounselingEvaluation.pdf

Reporting Student Outcome Data from SLTs Helping Stakeholders Understand How School Counselors Impact Students

<http://www.lacounseling.org/images/lca/Reporting%20Student%20Outcome%20Data%20from%20SLTs.pdf>

University of Massachusetts Amherst

Paving the Road to College: How School Counselors Help Students Succeed

<https://www.umass.edu/schoolcounseling/uploads/TheChicagoReport.pdf>

A National Look at the High School Counseling Office

What is It Doing and What Role Can It Play in Facilitating Students' Paths to College?

http://www.nacacnet.org/research/research-data/nacac-research/Documents/NACAC_Counseling_PhaseII.pdf

California Department of Education – Research on School Counseling Effectiveness Provides a collection of sources that address the effectiveness of school counseling and other student support services, including their contribution to the personal and academic success of students.

<http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

Effectiveness of School Counseling

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

Key Policy Letters from the Education Secretary and Deputy Secretary

June 30, 2014

<http://www2.ed.gov/policy/elsec/guid/secletter/140630.html>

The School Counselor and Discipline

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Discipline.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.

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 also to show student growth (pre/post test).

Calendars are maintained by school counselors and are distributed to educators, students, and parents regularly. Planning, visibility and credibility are enhanced by effective use of a master calendar

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

Classroom Guidance is the curriculum component of school counseling that consists of structured developmental 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 that promote academic achievement and meet developmental needs. School counseling programs are based on the developmental age of the students and are conducted on a regular and planned basis to assist students in achieving specified competencies.

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

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

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

Direct services are counseling services that are provided directly to students; individual, group, classroom guidance, and responsive services.

Domains are areas of knowledge (academic, career and social/emotional) that promote and enhance the learning process.

Ethical standards are adhered to by school counselors. They include ethical, legal and professional standards developed by state 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.

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

Management system addresses the allocation of resources to best address the goals and needs of the program.

Mission statements outline the purpose or vision of the school counseling program. They identify long-range, desired outcomes for students. Mission statements must be aligned with the mission of the school system within which the program operates.

Orientation programs are implemented for new students at each level of education and for transferring students to help them transition and adjust to a new school setting.

Personal Competencies define the specific knowledge, attitudes and skills students should obtain.

Outcome or results data demonstrate that learning, performance or behavioral change has occurred or not following guidance and/or counseling. How are students different as a result of the school counseling program?

Perceptual data measure what students and others observe or perceive regarding knowledge gained, attitudes and beliefs held or competencies achieved.

Process data answers the question “what”. It describes the activity that is occurring; the target population and how many students are affected.

Program audit 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 need for intervention, referral, consultation, or information.

Social/emotional development: Maximizing each student’s individual growth and social maturity in the areas of personal management and social interaction

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)?

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<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>

Teacher Induction/Mentoring
<http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-inductionmentoring>

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

ACT Counselor Resources
<https://www.act.org/content/act/en/products-and-services/the-act-educator/training-and-resources.html>

RTI Arkansas
<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/rti>

Various State Models

Arkansas Rules and Legislation

Public School Student Services Act

<https://drive.google.com/file/d/0BxrthnQodwRXb3NCZFIBRi1sdnM/view?pref=2&pli=1>

Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts

http://www.arkansased.gov/public/userfiles/rules/Current/FINAL_Standards_for_Accreditation.pdf

College and Career Readiness Planning Program

http://www.arkansased.gov/public/userfiles/Legal/Legal-Current%20Rules/College_Career_Readiness_Planning_Program_Rules_2015_Update_Final.pdf

College and Career Readiness Assessments

http://www.arkansased.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/ACA_206_15_2012.pdf

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http://www.arkansased.gov/public/userfiles/rules/Current/TESS_Final_Rule_for_SBOE_2015_11_12.pdf

Bullying and Cyberbullying

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