

Arkansas Department of Education

Guidance and School Counseling

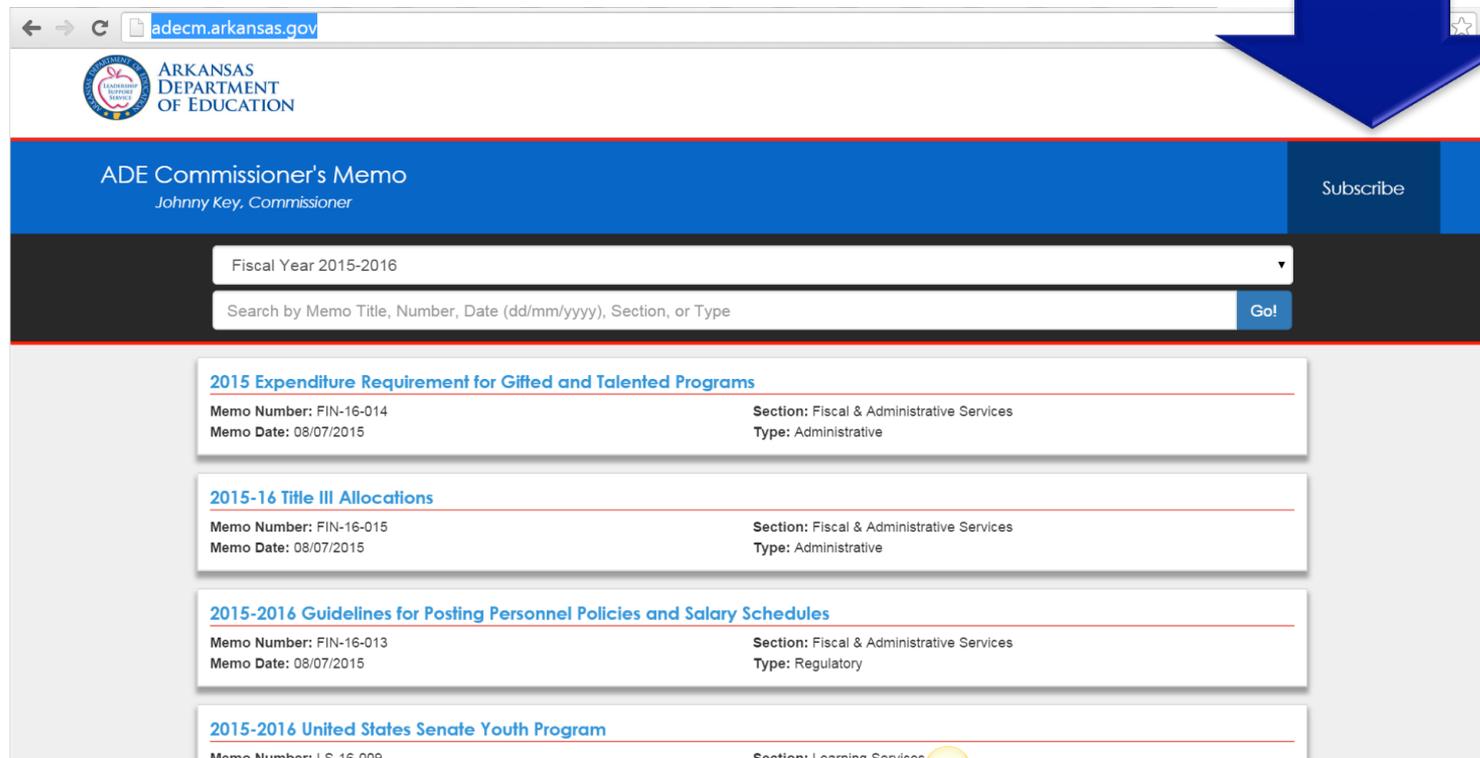
Fall Meetings
2015



Commissioner's Memos

Commissioner's Memos

You can have Commissioner's Memos sent directly to you. Go to this link: <http://adecm.arkansas.gov/>
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The screenshot shows the website adecm.arkansas.gov. The page header includes the Arkansas Department of Education logo and the text "ARKANSAS DEPARTMENT OF EDUCATION". Below the header, there is a blue banner with the text "ADE Commissioner's Memo" and "Johnny Key, Commissioner". In the top right corner of this banner is a "Subscribe" button. Below the banner is a search bar with a dropdown menu for "Fiscal Year 2015-2016" and a "Go!" button. The main content area displays a list of memos:

Memo Title	Memo Number	Memo Date	Section	Type
2015 Expenditure Requirement for Gifted and Talented Programs	FIN-16-014	08/07/2015	Fiscal & Administrative Services	Administrative
2015-16 Title III Allocations	FIN-16-015	08/07/2015	Fiscal & Administrative Services	Administrative
2015-2016 Guidelines for Posting Personnel Policies and Salary Schedules	FIN-16-013	08/07/2015	Fiscal & Administrative Services	Regulatory
2015-2016 United States Senate Youth Program	S-16-009		Learning Services	

Legislative Updates

An Act to establish the Building Better Futures Program

- Allows students with intellectual disabilities to broaden career opportunities
 - provides education and job training in an inclusive and age-appropriate environment

- Student admission into comprehensive transition and postsecondary program
- Exempt from higher education state minimum core requirements
- Student receives a certificate after completion of program
- Credit in program does not transfer to associate or baccalaureate degree

- Act 410

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act410.pdf>

An Act to establish the Succeed Scholarship program for students with disabilities

- Provides a scholarship to a private school of choice
 - for students with an individualized education program
- The program shall begin awarding scholarships in the 2016-2017 school year

- The school must be enrolled in the Succeed Scholarship program
- The applicant must:
 - be enrolled in a public school one full academic year or more
 - have an individualized education program
- See the proposed Rules link to the Commissioner's Memo in the October newsletter

- Act 1178

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act1178.pdf>

Amends Act 1298 of 2013 concerning the Arkansas Task Force for the Prevention Through Education of Child Sexual Abuse

- Changes the name of the Task Force to “Arkansas Legislative Task Force for Child Abuse Prevention” and extends it to May 2017
 - previous name was “Arkansas Task Force for the Prevention Through Education of Child Sexual Abuse”

Act 576

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act576.pdf>

An Act to create the 2015 School Safety Act

- Panic Alert Button and Smart911
- Connects caller with 911
- Available for use with smartphone
- School district develops a school safety plan
- Provides annual training for all of its employees and students

- Requires school to provide floor plans and pertinent emergency contact information to be used in connection with the panic button alert system through the statewide Smart911 system

Act 950

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act950.pdf>

An Act to include dating violence awareness in the health curriculum

- Grades 7-12
- ADE shall provide a list of resources
- http://www.arkansased.gov/public/userfiles/Learning_Services/School_Health_Services/Dating_Violence_Resources_2015.pdf

ACT 952

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act952.pdf>

An Act to ensure that a school district is not in violation of the Standards for Accreditation for Arkansas Public Schools and School Districts if a school district offers a course but no students enroll in the course

- A school district must petition the State Board for a waiver

- School district provides written proof that the course was scheduled to be taught
 - on the school district's master course schedule, and
 - school district had a licensed teacher employed able to teach the required course

Act 853

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act853.pdf>

An Act to require each public high school and public charter school to offer a course in computer science

- To establish a task force to review and recommend computer science courses

- Approved Courses:
 - ADE Computer Science and Mathematics
 - ADE Essentials of Computer Programming
 - AP Computer Science
 - IB Computer Science

- Delivery
 - Traditional classroom setting
 - Blended learning environment
 - Online
 - Other technology-based format

- Flex Credit
 - Can be substituted for the 4th math requirement or the 3rd science credit requirement
 - Core or Smart Core

Act 187

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act187.pdf>



Computer Science Quick Reference Chart

Course [Course Code]	Approved Licensure Area	Credit to be awarded to the student	Area for the 38 Required Courses
Computer Science and Mathematics [439100]	Secondary Mathematics	4 th Year Math Beyond Algebra II (Smart Core or Core)	1 of the 6 math, and 1 required computer science
Computer Science and Mathematics [460050]	ADE Computer Science	Computer Science Flex Credit	1 required computer science
Computer Science and Mathematics [460050]	Career and Technical Education (CTE) Computer Science Certification	Computer Science Flex Credit	1 required computer science
Essentials of Computer Programming [460020]	ADE Computer Science	Computer Science Flex Credit	1 required computer science
College Board Advanced Placement (AP) Computer Science* [539080]	Secondary Mathematics (with current College Board approved training)	4 th Year Math Beyond Algebra II (Smart Core or Core)	1 of the 6 math, and 1 required computer science 1 of 9 required CTE Units**
AP Computer Science* [560050]	Any Secondary Certification Area (with current College Board approved training)	Computer Science Flex Credit	1 required computer science, and 1 of 9 required CTE Units**
International Baccalaureate (IB) Computer Science* [539110]	Secondary Mathematics (with the approved IB training)	4 th Year Math Beyond Algebra II (Smart Core or Core)	1 of the 6 math, and 1 required computer science 1 of 9 required CTE Units**
IB Computer Science* [560060]	Any Secondary Certification Area (with the approved IB training)	Computer Science Flex Credit	1 required computer science 1 of 9 required CTE Units**

*Refer to the ADE rules for AP and IB courses.

**Requires Arkansas Department of Career Education program approval

An Act to amend the College and Career Coaches program

- Established to assist students in preparing for postsecondary education or career
- Accessible to students in middle and high school
- Funding
 - supplemental grant funding if available
 - NSLA money



- Assists the career orientation instructor with the development of college and career planning
 - beginning in grade 7
- No longer limited to Tier 3 and Tier 4 school districts
- Amends Arkansas Code § 6-1-602

Act 960

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act960.pdf>

An Act to Allow a School District to use State Categorical Funds for Partnerships with State-Supported Institutions of Higher Education

- Amends Arkansas Code § 6-20-2305
 - allows school districts to use NSLA money for concurrent courses or technical education academic learning opportunities

Act 994

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act994.pdf>

An Act to modify the eligibility requirements for the Academic Challenge Scholarship Program

- To clarify funding amounts and provisions
- Encourage associate degree, certificate of proficiency program, and technical certificate program recipients to complete a baccalaureate degree

- Amends eligibility requirements for traditional students
 - Minimum composite score of nineteen (19) on the ACT or the equivalent score on an ACT equivalent



- Scholarship award per academic year for a full-time recipient enrolled in a four-year approved institution of higher education:
 - Freshman year - One thousand dollars (\$1,000)
 - Sophomore year - Four thousand dollars (\$4,000)
 - Junior year – Four thousand dollars (\$4000)
 - Senior year – Five thousand dollars (\$5000)

Act 1105

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act1105.pdf>

An Act to change references to General Educational Development (GED) in the Arkansas Code to High School Equivalency

- Wording changed from General Education Development certificate (GED) to high school equivalency diploma

- In the student services portion, the wording has changed to:
 - Coordinating administration of the Test for Adult Basic Education or a high school equivalency pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests.

An Act to modify the requirements concerning screening for dyslexia; and to clarify the requirements for school districts to screen students for dyslexia

- Districts shall screen students:
 - in kindergarten through grade two (K-2)
 - when a student in kindergarten through grade two (K-2) transfers to a new school (or from another state) and has not been screened

- Districts shall screen students:
 - in grade three (3) or higher
 - with difficulty, as noted by a classroom teacher, in:
 - phonological and phonemic awareness;
 - sound-symbol recognition;
 - alphabet knowledge;
 - decoding skills;
 - rapid naming skills; and
 - encoding skills

- No later than the 2014-2015 school year, the Arkansas Department of Education shall ensure that each teacher receives professional awareness on
 - characteristics of dyslexia
 - evidence-based interventions and accommodations for dyslexia
- No later than the 2015-2016 academic year
 - school districts shall have individuals to serve as dyslexia interventionists

- Act 1268

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act1268.pdf>

Establishes the Legislative Task Force on the Best Practices for Special Education

Task force created to:

- Review the current practice for identifying students for special education services and programs
- Compare outcomes of students participating in special education services in programs in Arkansas with those in other states

- Review Response to Intervention (RtI) practices in Arkansas
 - includes identification of successful RtI programs in public schools
 - by September 1, 2016, the task force shall submit a final report
 - to include activities, findings, and recommendations

Act 839

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act839.pdf>

The Role of the Counselor in Response to Intervention (RTI)

Defining RTI

- Response to Intervention (RTI) integrates **assessment** and **intervention** within a **schoolwide, multi-level prevention system (multi-tiered system of support)** to maximize student achievement and reduce behavior problems.

Defining MTSS

- Multi-Tiered Systems of Support (MTSS) are the **processes and tools** that educators can use to make decisions so that each child can be successful
 - Multi-tiered interventions
 - Increase in intensity and frequency as needed

What RTI Is...and What RTI Is Not

RTI Is...

- A **preventive** system of support
- A **framework** to provide a **continuum** of services for all students
- A program focused on **effective instruction** to enhance student growth
- A system to provide instructional **intervention immediately** upon **student need**

RTI Is Not...

- A single **program**
- Just about **interventions**
- A pre-referral system for **special education**
- An **individual** teacher, classroom, or class period
- An **out-of-the-classroom** service

Why should school
counselors be
involved in RTI?

Aligning RTI with Counseling

“Professional school counselors align with the RTI process through the implementation of a **comprehensive school counseling program** designed to improve student achievement and behavior.”

Jill Cook, American School Counselor Association (ASCA)

Implementing RTI

- Implementing RTI requires:
 - a team with the principal at the helm
 - training
 - an organized data system for collecting and analyzing data
 - an understanding of local and state policies
 - a clear understanding of resources available

The Counselor's Role...

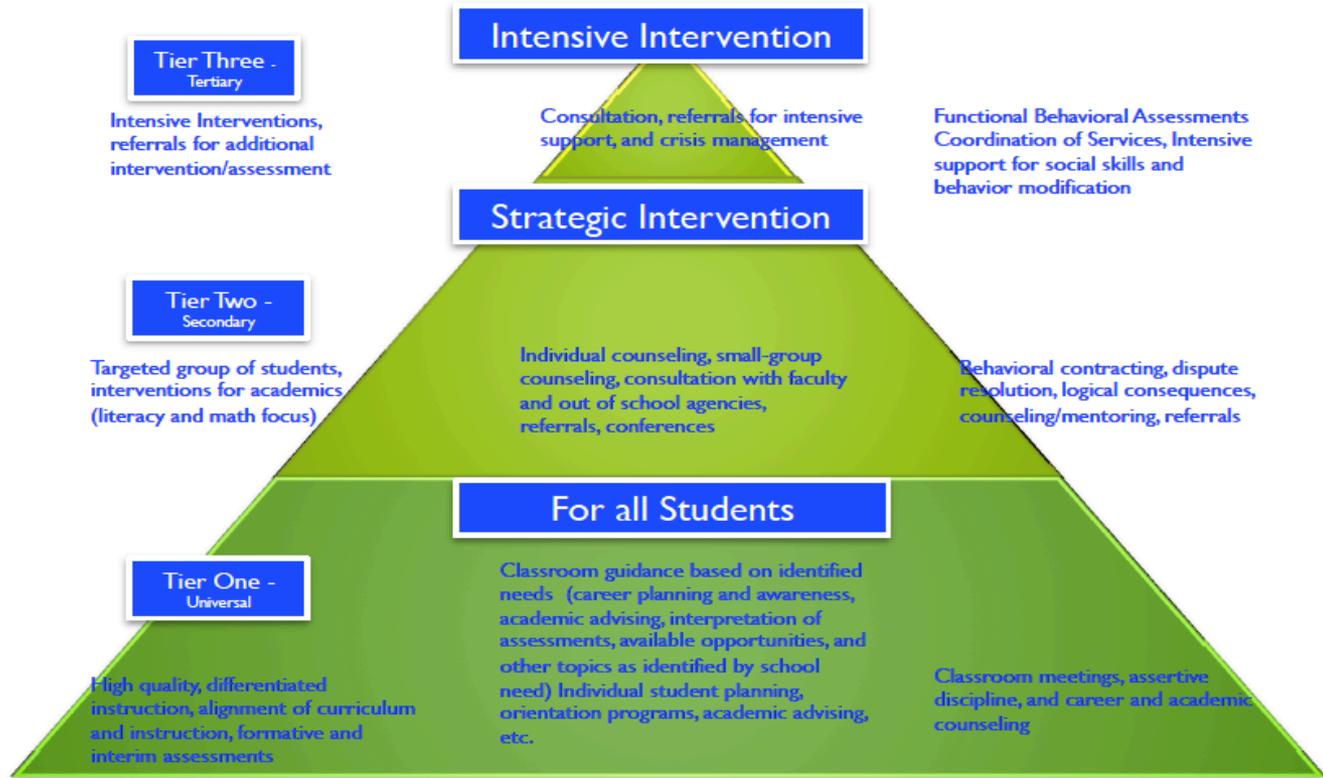
- Be an advocate for all students
- Provide students with a comprehensive counseling program
 - career, academic, and social/emotional
- Collaborate with the RTI team to collect and examine academic and behavioral data to identify students who may be in need of intervention

The Counselor's Role...

- Make referrals to community agencies as needed
- Evaluate student progress during and after interventions
- Provide suggestions for revisions to counselor interventions as needed

The Counselor's Role...

Interventions for the Whole Child



Response to Intervention

Comprehensive Guidance Program

Arkansas Public School Student Services Act – Alternative Methods of Classroom Management or PBIS

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

RTI and the ASCA Model

RTI Process

Role of the Professional School Counselor

Tier 1: Universal Core Instructional Interventions: All Students, Preventative and Proactive

1. Standards and Competencies (Foundation)
2. Guidance Curriculum (Delivery System)
3. Individual Student Planning (Delivery)
4. Curriculum Action Plan (Management)
5. Curriculum Results Report (Accountability)

Tier 2: Supplemental/Strategic Interventions: Students at Some Risk

1. Standards and Competencies (Foundation)
2. Individual Student Planning (Delivery)
 - a. Small group appraisal
 - b. Small group advisement
3. Responsive Services (Delivery)
 - a. Consultation
 - b. Individual counseling
 - c. Small group counseling
4. Closing the Gap Action Plan (Management)
5. Closing the Gap Results Report (Accountability)

Tier 3: Intensive, Individual Interventions: Students at High Risk

1. Standards and Competencies (Foundation)
2. Responsive Services (Delivery)
 - a. Consultation
 - b. Individual counseling
 - c. Small group counseling
 - d. Referral to school or community services
3. Closing the Gap Action Plan (Management)
4. Closing the Gap Results Report (Accountability)

Use data to determine which students may need intervention...

- Behavioral Screeners – The screener will only indicate that an intervention may be needed
- Academic Progress
 - assessment results – formative, interim, and summative
 - classroom grades
- Attendance
- Discipline

What next?

- Look at data to determine who might be in need of intervention
 - As part of the RTI team, identify possible areas for intervention at Tier Two and Tier Three
- Include this data with other data being considered by the RTI team to develop an action plan

Action Plan for Intervention

- Targets academic and social/emotional needs
- Problem solving model
 - problem identification – screening
 - problem analysis – diagnostic
 - plan development and implementation – includes researched-based interventions
- Evidence of progress
 - planned evaluation

How many students are we talking about?

- Tier One
 - 80% preventative and proactive
- Tier Two
 - 15% rapid response (small group – research-based interventions)
- Tier Three
 - 5% one-on-one mentoring, agency referrals, individual interventions

What interventions could the counselor use at Tier One?

- Classroom guidance program for all students at all levels (academic, career focused, and social/emotional)
 - focus lessons on PGP goals or students needs already identified
- Mentoring opportunities
- Parent education

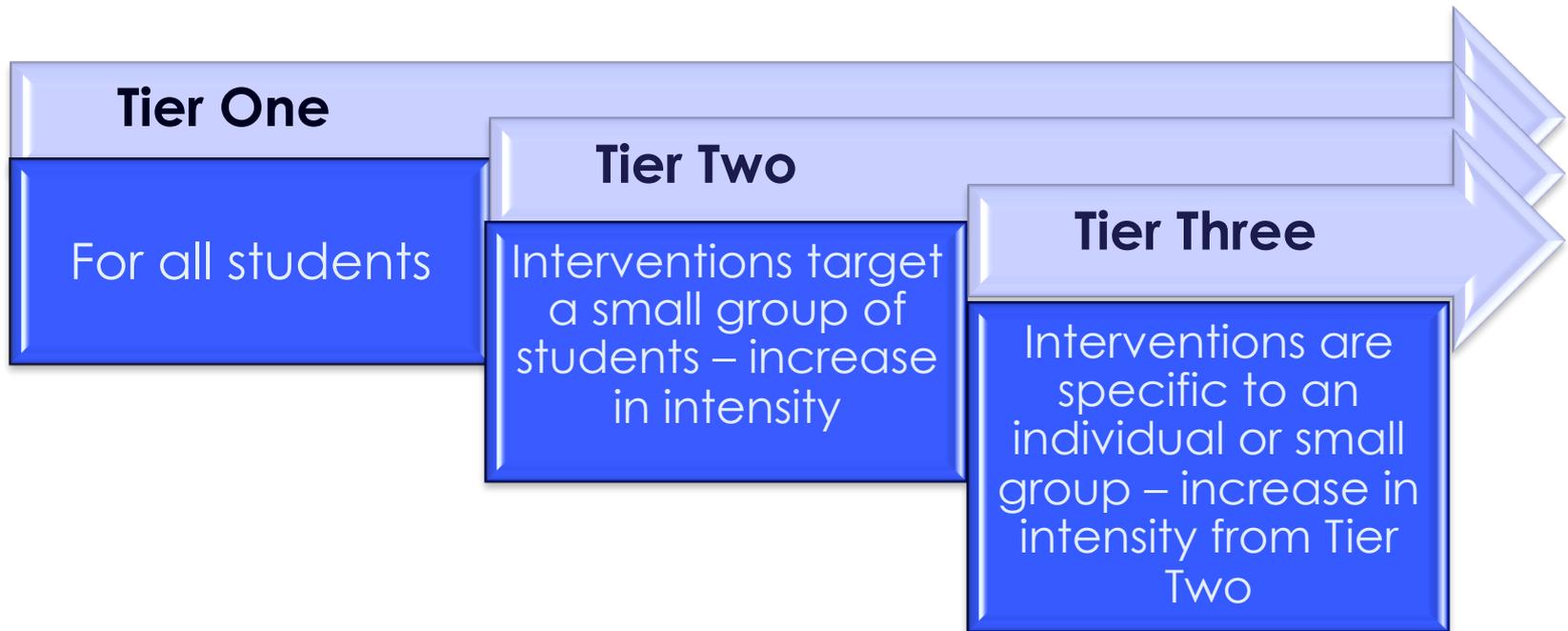
What interventions could I use at Tier Two?

- Small group counseling program
 - targeted group
 - study skills, organizational skills, managing time, anger, relationships with others, etc.
- Increase in frequency from Tier One
- Monitor progress of intervention
- Adjust interventions as appropriate

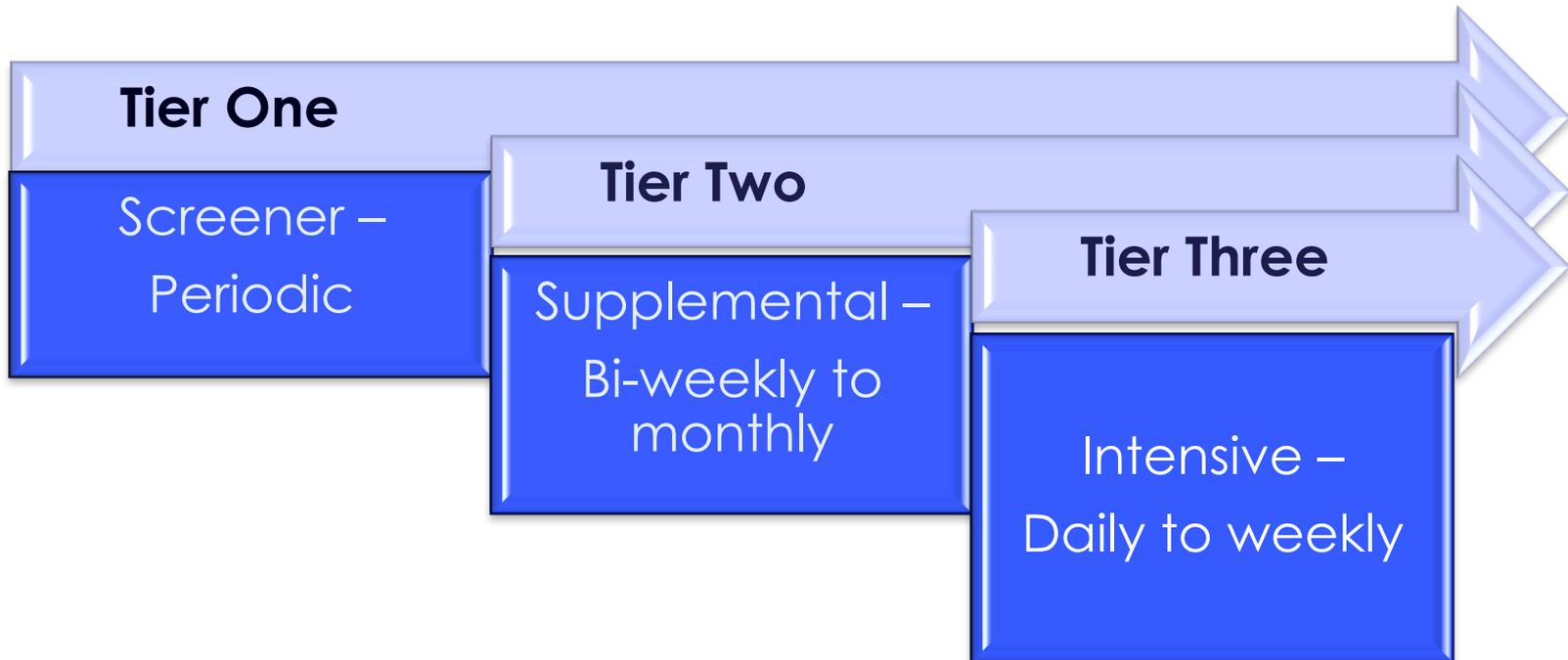
What interventions could I use at Tier Three?

- Provide intensive one-on-one support
- Increase in frequency from Tier Two
- Monitor progress of intervention
- Consult with team and parents
- Provide referral support if determined appropriate by RTI team

How intensive should my interventions be?



How frequent should my interventions be?



Monitoring Progress

- How will you monitor progress to determine if your interventions are working?
 - teacher feedback
 - formative assessment–student feedback
 - screener update attendance
 - grades
 - discipline

Talk and Turn

- What interventions are currently available in your school or district that would be considered appropriate for each tier?

Additional Resources

- Find the Arkansas RTI Model professional development on the Arkansas IDEAS portal
 - <http://ideas.aetn.org/>
 - IAC15036 - RTI Arkansas Overview
 - SPD14561- Response to Intervention: An Introduction

Additional Resources

- RTI Action Network
 - http://www.rtinetwork.org/index2.php?option=com_content&task=emailform&id=288&itemid=40
 - <http://www.rtinetwork.org/getstarted/checklists-and-forms>

Additional Resources

- Center on Response to Intervention
 - <http://www.rti4success.org/>
- PBIS World
 - <http://www.pbisworld.com/>

TESS for School Counselors - Updates

Required Professional
Development Hours

½ based on the Educator's PGP

New Educators: Teachers
and Administrators

Develop PGP 1st Semester – Act on goals
2nd semester, aligned with Mentoring
Modules

Summative Evaluations

Now required every 4 years

Informal Observations

Now permissive in Summative
Year



AR-TESS Teacher Tracks



Track 3 Intensive Support Status

SUMMATIVE EVALUATION

- COLLABORATIVE INTENSIVE PGP – review and/or revise often
- MAY INCLUDE INFORMAL AND FORMAL OBSERVATIONS
- FREQUENT TEACHER & EVALUATOR CONFERENCES

✓ Note: Teacher may remain in this track for two semesters; and two additional semesters may be added if improvement is observed.

Student growth will be a component of the educator's overall rating. Student growth data will be available after the performance rating is established each year, in both summative and interim appraisal tracks.

Track 1 Probationary/ Novice*

Year 3: SUMMATIVE EVALUATION

- FORMAL OBSERVATION –Pre and Post Conference
- **INFORMAL OBSERVATIONS - may be conducted**
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

Year 2: SUMMATIVE EVALUATION

- FORMAL OBSERVATION –Pre and Post Conference
- **INFORMAL OBSERVATIONS - may be conducted**
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

Year 1: SUMMATIVE EVALUATION

- FORMAL OBSERVATION –Pre and Post Conference
- **INFORMAL OBSERVATIONS - may be conducted**
- COLLABORATIVE PGP – Develop PGP
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

Track 2 Interim Teacher Appraisal Process

2A: SUMMATIVE EVALUATION

- FORMAL OBSERVATION –Pre and Post Conference
- **INFORMAL OBSERVATIONS - may be conducted**
- COLLABORATIVE PGP – review and/or revise
- SUMMATIVE EVALUATION MEETING - summative rating results over all components

2B3: INTERIM APPRAISAL

- **INFORMAL OBSERVATIONS - may be conducted**
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - professional practice rating

2B2: INTERIM APPRAISAL

- **INFORMAL OBSERVATIONS - may be conducted**
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - professional practice rating

2B1: INTERIM APPRAISAL

- **INFORMAL OBSERVATIONS - may be conducted**
- COLLABORATIVE PGP – review and/or revise
- END OF YEAR REVIEW - professional practice rating

*1) A first year teacher is both a novice and probationary teacher.

2)"Probationary teacher" means a teacher who has not completed three (3) successive years of employment in the school district in which the teacher is currently employed. A teacher employed in a school district in this state for three (3) years or a teacher who has been given credit for a prior service in another school district shall be deemed to have completed the probationary period; however, an employing school district may, by a majority vote of the directors, provide for one (1) additional year of probationary status. Arkansas Code: § 6-17-1502

TESS does not conflict with, nor replace the Arkansas Teacher Fair Dismissal Act (ATFDA).

Revised 4/3/15

TESS

ACA 98-17-2001 - 9-17-2007

Summative Tracks

Tracks 1, 2A, and 3

Required by Statute or Rules		District Options
<ul style="list-style-type: none"> • Use TESS Role-Specific Framework and Rubric • Develop PGP 		
<ul style="list-style-type: none"> • One (1) Formal Observation <ul style="list-style-type: none"> -Announced -Pre-conference to discuss lesson plans and objectives -Observe 75% of the class period (The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher's class period.) -Post conference for discussion and feedback -Ensure documented evidence of practice (BloomBoard) • Collect Evidence <ul style="list-style-type: none"> -Observation documentation -Artifacts 		<p>Number of Goals and Components</p> <p>Additional Formal Observations Informal Observations may be conducted.</p>
<ul style="list-style-type: none"> • Provide a Performance Rating that is included in the Annual Overall Rating* (BloomBoard) <ul style="list-style-type: none"> -Rating for Each Domain -Summative Rating for All Domains <p>[*Annual Overall Rating will include Student Growth in the future, subject to state and federal requirements.]</p>		<p>Number of Artifacts</p>

TESS

ACA 86-17-2881 - 8-17-2007

Non-Summative Tracks

Tracks 2B1, 2B2, and 2B3

Required by Statute or Rules		District Options
<ul style="list-style-type: none">• Use TESS Role-Specific Framework and Rubric		
<ul style="list-style-type: none">• Develop PGP		Number of Goals and Components
<ul style="list-style-type: none">• Consider Appropriate Artifacts and Evidence		Number of Artifacts
<ul style="list-style-type: none">• Provide a Performance Rating that is included in the Annual Overall Rating* (BloomBoard) -Rating should be based on evidence collected for components aligned with PGP Goals		
<ul style="list-style-type: none">• Provide Ongoing Support		Types of support

[*Annual Overall Rating will include Student Growth in the future, subject to state and federal requirements.]

TESS

ACA 39-17-2001 - 9-17-2007

Professional Growth Plan - PGP

Required by Statute or Rules		District Options
<ul style="list-style-type: none">• Evaluator and Educator Will Collaboratively develop a PGP• Set Goals and Align to Appropriate Evaluation Framework Component(s)• Link Professional Development Activities with identified Needs According to the Rubric• At least one-half (1/2) of the professional development hours required by law or rule for teacher licensure are directly related to one (1) or more of:<ul style="list-style-type: none">-Teacher's Content Area-Instructional Strategies for Content Area-Teacher's Identified Needs-• Evaluator has Final Approval of PGP		Self-Assessment and other types of data: demographic, program, achievement and perceptual
		Number of Goals and Components
		PGP Review and Revision Frequency

TESS

ACA 66-17-2001 - 6-17-2007



Intensive Support Track and Arkansas Teacher Fair Dismissal

Required by Statute or Rules	District Options	Teacher Fair Dismissal Act <u>ACA § 6-17-1501 et seq.</u>
<ul style="list-style-type: none"> • Teacher is Rated "Unsatisfactory" in any Domain • Evaluator Provides Written Notice <ul style="list-style-type: none"> -Placement -Time Period -Notify Superintendent • Develop Intensive Growth Plan <ul style="list-style-type: none"> -Clear Goals and Tasks -Related to Intensive Growth Plan -Evidence Based Research -If Goals are related to Student Growth, use Formative Assessment -Ensure Necessary Support • Documentation • Intensive Growth Plan Evaluation <ul style="list-style-type: none"> -Goals & Tasks Completed <ul style="list-style-type: none"> Written Notice Issued Removal From Intensive Support -Goals & Tasks Not Completed <ul style="list-style-type: none"> Time-line Extended Notify Superintendent <ul style="list-style-type: none"> Provide documentation to Superintendent • Superintendent Recommendation <ul style="list-style-type: none"> -Recommendation for Non-renewal of Contract Pursuant to the Arkansas Teacher Fair Dismissal Act Code [Ann. 6-17-1501 et seq.] 	<p>Teacher has "Basic" or "Unsatisfactory" rating in a majority of components in any one (1) domain</p> <p>Up to Two (2) Consecutive Semesters</p> <p>Use IGP posted on ADE website or the BloomBoard PGP Process Number of Goals and Tasks</p> <p>Types of Assessment</p> <p>Types of Support</p> <p>Two Additional Consecutive Semesters may be added if substantial progress is noted</p>	<p>Evaluation required ACA § 6-17-1504(a)</p> <p>Notice (aligned with ISS Plan) ACA § 6-17-1504(b)(1)</p> <p>Documentation of: <i>"the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal"</i> ACA § 6-17-1504(b)(2)</p> <p>Notice (aligned with ISS Plan) ACA § 6-17-1506(b)(2)</p>

ADE 04.18.15

ADE Q&A TESS and BloomBoard

- **How long should my observation be?**

- Summative observations should be at least seventy-five (75%) of the class period.
 - Activity presented

- **How long should an informal observation last?**

- The length of an informal observation (which may be announced or unannounced) will vary at the discretion of the evaluator.

- **Do your PGP components have to be scored during every walk-through?**

- No. Evidence for every component may not be observed. Choosing rubric components to be scored is a local decision.

- **For additional information:**

- http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/TESS/TESSLEADSUpdate2015ViewingGuide.6.5.151.pdf

Developing Your PGP



Welcome,

Teacher at :

[Visit My Portfolio](#)

BloomList

How would you like to Bloom today?

- I will check math and literacy target test scores and sc... Nov 21
- I will email teachers and ask them to identify if any of t... Nov 25
- Look at both lists and determine most critical needs Dec 05
- Get baseline evaluation from parents and teachers Dec 12

Current Observations

You don't have any current observations.

You will see information here about timing and next steps once your coach schedules a new observation.

You will see scheduled meetings here.

[See All Observations & Meetings](#)

Your goals will appear here after you complete them.

Goal #1

Support students whose bx interferes w/ school success measured by quarterly bx teacher evals

1e

3c

3d

Goal #2

Involve parents whose child's bx interferes with school success measured by quarterly bx parent eval

2b

3d

4c

Goal #3

Provide 1 joint parent-child session for children whose bx interferes w/ school success each quarter

3d

4c

Identify Target Areas

- Review evaluation data – What types of data would be useful to review?
- Complete self-assessment – What are your areas of strength and areas in need of growth (unconsciously unskilled - consciously skilled)?
- Analyze relevant student data – What areas for growth can you identify?
- Select Components or Elements that target your learning or growth needs (target areas)

Unsatisfactory

Basic

Proficient

Distinguished

Arkansas School Counselor Rubric

Domain 1 - Planning and Preparation

1a - Demonstrating knowledge of counseling theory and techniques	<input type="text"/>	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	⌵
1b - Demonstrating knowledge of child and adolescent development	<input type="text"/>	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	⌵
1c - Establishing goals for the counseling program appropriate to the setting and the students served	<input type="text"/>	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	⌵
1d - Planning the counseling program with appropriate resources	<input type="text"/>	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	⌵
1e - Developing measures to evaluate the counseling program	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	<input type="text"/>	⌵

Domain 2 - Environment

2a - Creating an environment of respect and rapport	<input type="text"/>	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	⌵
2b - Establishing a culture for productive communication	<input type="text"/>	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	⌵
2c - Managing routines and procedures in the counseling setting	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	<input type="text"/>	⌵
2d - Establishing expectations/norms for student behavior in the counseling setting	<input type="text"/>	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	⌵

Domain 3 - Delivery of Service

3a - Communicating with students to determine their needs	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	<input type="text"/>	⌵
3b - Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	<input type="text"/>	⌵
3c - Delivering counseling services and resources to support students	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	<input type="text"/>	⌵
3d - Using assessment to guide counseling services	<input type="text"/>	<input checked="" type="text"/> L	<input type="text"/>	<input type="text"/>	⌵

Goal Planning

Professional Goals

Areas Of Strength:

- 1) Understanding developmental and mental health needs of children
- 2) Accessing resources and networking in the community for children
- 3) Connecting and collaborating with colleagues

Areas For Growth:

- 1) Improve documentation of referrals for students who need individual support
- 2) Improve delivery of counseling services to at risk students to improve student success
- 3) Provide support and education for parents
- 4) Improve evaluation and assessment of services to

Your Current Goals

Goal #1

Support students whose bx interferes w/ school success measured by quarterly bx teacher evals

1e

3c

3d



Goal #2

Involve parents whose child's bx interferes with school success measured by quarterly bx parent eval

2b

3d

4c



Goal #3

Provide 1 joint parent-child session for children whose bx interferes w/ school success each quarter

3d

4c



Set Actionable Goals

- Review target areas you have identified
- Review the performance levels on the TESS Counselor Rubric – What are the characteristics of proficient/distinguished practice?
- Determine your desired outcome – What do you want to happen?
- Write PGP goals to achieve your desired outcome

Plan for Measureable Results

- What specifics will help you know when you have reached your goal?
- What data will you use to measure progress?
- What types of resources and supports do you need to complete this goal?
- How is this goal relevant to you and your students?
- When will you collect data? By when will you complete this goal?
 - Short term, long term

Goal #1

Support students whose
bx interferes w/ school
success measured by
quarterly bx teacher evals

1e

3c

3d

Added by
Added on Nov 13, 2014

Respond to the questions that are labeled "TESS".

Which indicators does this goal align with?

- 1E Developing measures to evaluate the counseling program
- 3C Delivering counseling services and resources to support students
- 3D Using assessment to guide counseling services

+ Align this goal with indicators

✓ *TESS - What specifics will help you know you've reached your goal?*

Students will become more successful in school as evidenced by improved grades, increased adaptive coping skills, and declines in disciplinary actions by teachers and administration.

✓ *TESS - What data will you use to measure progress?*

Quarterly evals by teachers will show improvement in behavior, improved grades, and increase in adaptive skills

✓ *TESS - What types of resources and supports do you need to complete this goal?*

Graduate coursework and supervision with Ed.S. in Play Therapy at the University of Mississippi. This degree includes the knowledge and skills necessary to help children make lasting changes in behavior and to help parents improve their ability to support and understand their children.

✓ *TESS - How is this goal relevant to you and your students?*

This goal is relevant because it will increase my effectiveness in helping early primary students whose interfering behaviors and early school experiences may have long term impact on their success in school for years to come.

✓ *TESS - When will you collect data? By when will you complete this goal?*

I will collect data from teachers each 9 weeks. Because I would like to track students over time and show trends, and because I will continue getting experience and training, I would like to continue this goal for two years. It will be completed in May of 2016.

✓ *LEADS - What is the gap between current performance and desired*

Resources and Supports

- Identify resources and supports
- What professional development do you need?
- What professional learning resources do you need?
- What human and fiscal resources do you need?
- What technology resources do you need?

Public School Student Services Planning

Why are we revisiting the manuals?

Why are we asking for your help?

What do you need to be addressed and/or included in the new guide?

Timeline

- Fall Meetings 2015 – Introduction of the Draft Document
- Winter 2015-2016 – Revision of draft – committees
- Spring 2016 – Finalization of draft
- Summer 2016 – Finalized version of document shared with Arkansas school counselors

Progress Towards College and Career Readiness

Overview

- Soft Skills
- Career Readiness Certificates
- WorkKeys®
- ACT Profile
- PSAT/AP Potential



What are Soft Skills?

“Skills, abilities, and traits that pertain to personality, attitude, and behavior rather than to formal or technical knowledge” (Moss and Tilly 2001)

From article by Beverly Amer, W. A. Franke College of Business

Northern Arizona University

http://www.wnmu.edu/facdev/files/3150_Cengage08SoftSkillsWebex102808.pdf

accessed 8/27/15

The Importance of Soft Skills

75% of long term job success depends on soft skills.



SOURCE: Stanford Research Institute International and the Carnegie Mellon Foundation

Soft Skills Matter

Survey results from businesses regarding the most important skills employers are looking for when hiring new employees:

- 83% are looking for good communication skills

SOURCE: Millennial Branding, Multi-generational Job Search Study, May 2014

Soft Skills Matter

- 77% of employers say soft skills are just as important as hard skills
- 74% are looking for the ability to work as a team

SOURCE: <http://careerbuilder.com> 4/10/2014/12/31/2014

Top 5 Skills

1. Leadership Skills
2. Ability to Work in a Team
3. Written and Verbal Communication Skills
4. Problem-Solving Skills
5. Strong Work Ethic



Job Outlook: The Candidate Skills/Qualities Employers Want, the Influence of Attributes . NACE
National Association of Colleges and Employers. Accessed from
<https://www.naceweb.org/s11122014/job-outlook-skills-qualities-employers-want.aspx> 8/31/15

Leadership

- Team Building
- Mentoring
- Dispute Resolution
- Diplomacy
- Supervising

Communication Skills

- Verbal Communication
- Body Language
- Humor
- Listening Skills
- Public Speaking Skills

Creativity

- Problem Solving
- Critical Thinking
- Innovation
- Troubleshooting

Professional Skills

- Organization
- Time Management
- Customer Service
- Ethics
- Research and planning

Early Training in Soft Skills..

- Provides a foundation for the acquisition of academic skills
 - Incorporates social and emotional behaviors necessary to promote early learning such as the ability to:
 - sit quietly
 - pay attention
 - share
 - communicate
 - express empathy
 - patience (delayed gratification)
 - respect
 - resiliency

Adapted from: <http://providencejournal.com/article>

Career Readiness Certificate

- Portable credential that confirms to employers that an individual possesses basic workplace skills
- Certify core employability skills across multiple industries and occupations
- More than 63,000 CRC's have been awarded to date

Certification Levels

There are four Levels of Proficiency, based on the scores achieved on the component assessments

Platinum: Scores of Level 6 or higher on all three exams
Capable of performing approximately 99% of jobs profiled by WorkKeys®

Gold: Scores of Level 5 or higher on all three exams
Capable of performing approximately 90% of jobs profiled by WorkKeys®

Silver: Scores of Level 4 or higher on all three exams
Capable of performing approximately 65% of jobs profiled by WorkKeys®

Bronze: Scores of Level 3 or higher on all three exams
Capable of performing approximately 35% of jobs profiled by WorkKeys®

CRC Benefits to Employers

- Reduces turnover and overtime
- Takes the guesswork out of selection decisions
- Costs less to train employees
- Streamlines hiring by including a preferred certificate level in job postings
- Meets EEOC requirements

Benefits to Educators

- Increases chances that graduates will be hired
- Enables students to see a reason to take coursework seriously
- Improves students' success in entry-level and subsequent jobs
- Aligns curricula to meet the job skills employers need

Benefits to Job Seekers

- Builds confidence that skills meet the needs of potential employers
- Gives advantage over other job applicants who have not demonstrated needed skills
- Determines skill improvement and training needs
- Possesses a portable skills credential that enhances employability

Preparation for the Arkansas Career Ready Certificate

- Free to Arkansas students
- Three courses available
 - Career Ready 101 / *KeyTrain*®
 - Career Readiness
 - College and Career Readiness

Career Readiness Courses

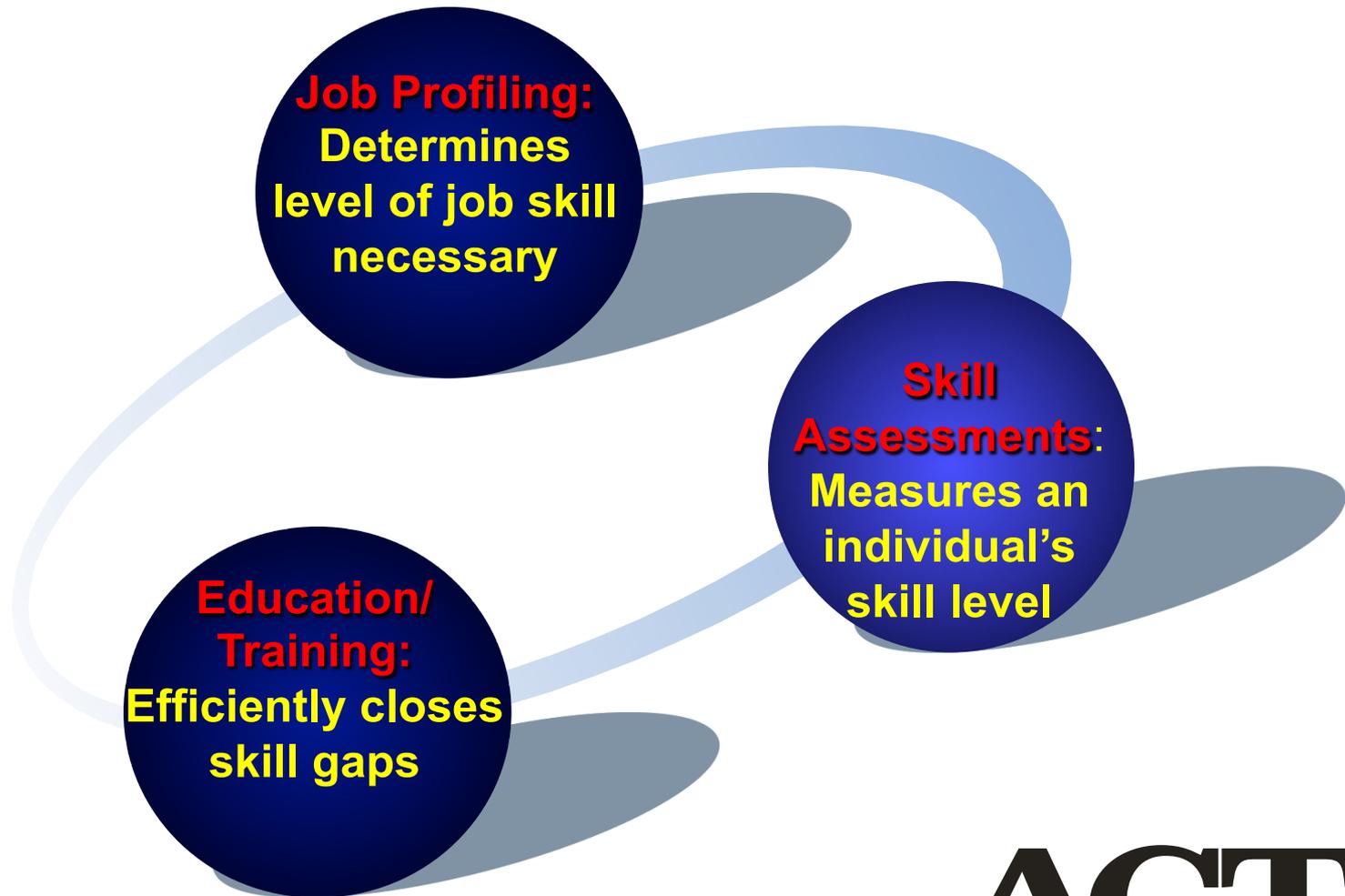
- Career Ready 101/KeyTrain® - Online – Virtual Arkansas - One Semester
 - designed to assist students in developing personal characteristics and skills employers desire
 - financial literacy, career exploration, resume writing, interviewing, soft skills
- Will count toward completer status
- Will prepare students for the WorkKeys® assessments to earn the Arkansas Career Readiness Certificate



Career Readiness Courses

- College and Career Readiness
 - one-semester course offered in grades 9-12
 - Students who complete this course may take the ACT WorkKeys® assessments to earn the Arkansas Career Readiness Certificate.
- Career Readiness
 - one semester course offered in grades 9-12
 - incorporates soft employment skills
 - designed to provide students skills to evaluate who they are, what they need in a career, research college and career options, and master skills needed in the 21st century job arena

WorkKeys is a System



ACT[™]

WorkKeys® Foundation Skills Assessments

- Must be 16 years of age
- Individuals are assessed in three areas which measure a range of essential work skills, including the ability to:
 - Reading for Information
 - read and understand documents commonly found in the workplace

WorkKeys® Foundation Skills Assessments

- Applying Mathematics
 - perform basic mathematic operations relevant to the workplace
- Locating Information
 - find information presented in common workplace graphics

Other Certifications in Tech and Industry

Certification in a specific job category is earned by a person to assure qualification to perform the job or task.

- Examples of job or agency specific certifications:
 - American Welding Society
 - National Automotive Technicians Education Foundation/Automotive Service Excellence
 - ServSafe (Culinary Arts, safe food handling)
 - National Center for Construction Education and Research
 - Microsoft IT Academy

Understanding Your ACT Aspire Results – Supplemental Scores

Understanding Your ACT Aspire Results

- The ACT Aspire student progress report
 - Includes the ACT Readiness Benchmarks
 - Skill performance
 - Improvement ideas
 - Predicted subject score ranges on the ACT English, mathematics, reading and science tests

Understanding Your ACT Aspire Results

- Bridge to the ACT test – for students in grades nine or ten
 - predicts subject score ranges on the English, mathematics, reading and science ACT subject tests
 - composite predicted score range also included for students who take all four subject area tests

Understanding Your ACT Aspire Results – Supplemental Scores

- Supplemental Scores include additional score measures:
 - ELA Combined Score (English, reading and writing)
 - STEM Combined Score (science and mathematics)
 - Progress with Text Complexity indicator
 - ACT Aspire Composite Score
 - Progress toward Career Readiness indicator

Supplemental Scores

- ACT Aspire Composite Score – for students in grade eight or above
 - average of the English, mathematics, reading and science tests

Supplemental Scores

- For students in grade eight or above, a Progress Toward Career Readiness indicator projects a future ACT National Career Readiness Certificate achievement level
 - Bronze, silver or gold
 - Uses ACT Aspire composite score
 - Example: You are making progress towards a GOLD level on the National Career Readiness Certificate

How Can We Help Students?

- Assist students in becoming college and career ready
- Encourage students to work on developing their job ready skills
- Guide students in
 - researching job profiles they are interested in
 - identifying the level of certificate required or skills needed for those jobs
 - working towards meeting the requirements of the Arkansas Career Readiness Certificate

ACT Career Readiness Resources

- Arkansas Department of Career Education – College and Career Readiness Frameworks
- College and Career Readiness
 - <http://ace.arkansas.gov/cte/specialPrograms/careerGuidance/workplaceReadiness/Documents/College%20and%20Career%20Readiness%20Frameworks%202014.pdf>
- Career Readiness
 - <http://ace.arkansas.gov/cte/programAreas/Documents/Career%20Readiness%20Frameworks%202014.pdf>

ACT Career Readiness Resources

- Career Ready 101
 - <http://ace.arkansas.gov/cte/programAreas/Documents/Career%20Ready%20101%20Online%20Frameworks%202014.pdf>
- ACT Aspire
 - <http://actaspire.pearson.com/allresources.html>
 - <http://www.discoveractaspire.org/>
- Arkansas Department of Workforce Services
 - <http://dws.arkansas.gov/Programs/CRC/index.htm>
 - [http://dws.arkansas.gov/Programs/CRC/PDF/Arkansas Work Ready Benefits.pdf](http://dws.arkansas.gov/Programs/CRC/PDF/Arkansas%20Work%20Ready%20Benefits.pdf)

Arkansas Career Pathways

Arkansas Career Fields, Clusters, and Pathways

❖ Agriculture, Food & Natural Resources

- Agribusiness Systems
- Animal Systems
- Food Products & Processing Systems
- Natural Resource & Environmental Systems
- Plant Systems
- Power, Structural & Technical Systems



❖ Finance

- Accounting
- Banking Services
- Business Finance
- Insurance & Investments

❖ Hospitality & Tourism

- Restaurants, Food & Beverage Services
- Travel & Tourism

❖ Business, Management & Administration

- Administrative Services
- General Management

❖ Marketing, Sales & Service

- Marketing Management
- Marketing Research

❖ Human Services

- Consumer Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

❖ Education & Training

- Teaching & Training

Agriculture, Food & Natural Resources

CAREER FIELD

Arkansas Standards for College & Career Readiness

Specialized CTE work-based learning opportunities are available in FACS E³ (Entrepreneurial Experience), Business/Marketing SBO (Small Business Operations) and COE (Cooperative Office Education), JAG (Jobs for Arkansas's Graduates), and Internship.

Foundation knowledge and skills for all career pathways include:

Academic and Technical Skills • Career Development
 Critical Thinking & Problem Solving • Communication
 Creativity & Innovation • Research Strategies
 Personal Finance • Technology for Productivity
 Collaboration • Cultural & Global Awareness
 Civic & Personal Responsibility
 Communication • Decision Making
 Workplace Ethics

CAREER FIELD

Health Science, Criminal Justice & Public Safety

❖ Health Science

- Biotechnology Research & Development
- Health Services

❖ Government & Public Administration

- National Security

❖ Law, Public Safety, Corrections & Security

- Law Enforcement Services

❖ Arts, A/V Technology & Communication

- Media Communications
- Visual Arts

❖ Information Technology

- Network Systems
- Programming & Software Development
- Web Design & Digital Communications

❖ Architecture & Construction

- Construction
- Design & Pre-Construction

❖ Manufacturing

- Manufacturing Production
- Maintenance, Installation & Repair

❖ STEM

- Engineering & Technology
- Science & Math

❖ Transportation, Distribution & Logistics

- Mobile Equipment, Maintenance & Repair

LEGEND

- ❖ = Career Cluster
- = Career Pathway

Arkansas Career Pathways

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

Arkansas Programs of Study

The Arkansas Career Fields, Clusters, and Pathways Chart graphically depicts the organizing framework of the college and career readiness standards, career fields, career clusters, and career pathways that Arkansas will use for developing programs of study in career and technical education. Once developed, learners at various levels (high school, collegiate, or workforce training level) will then be able to choose from several individual programs within a program of study in order to attain the specific knowledge, skills, and abilities needed to pursue a career of their choice.

A career and technical **Program of Study**, as defined in ACT 743 of 2011, is a planned program of courses and learning experiences that:

- (1) begins with the exploration of career options;
- (2) supports basic academic and life skills; and
- (3) enables achievement of high academic standards, leadership, and high skill, high wage employment preparation, and advanced continuing education.

All public school students shall be provided a rigorous career and technical education program of study that links secondary education and postsecondary education and combines academic and technical education in a structured sequence of courses that progresses from broad foundation skills to occupationally specific courses. A student may earn postsecondary credits for career and technical education program of study courses that lead to a postsecondary credential, certificate, or degree.

ACT Profile

ACT Profile

ACT Profile is an interactive program to help students explore career and college options that are a good match for their individual strengths, interests, and values.

Students create a profile at
<https://www.actprofile.org/>

The Profile

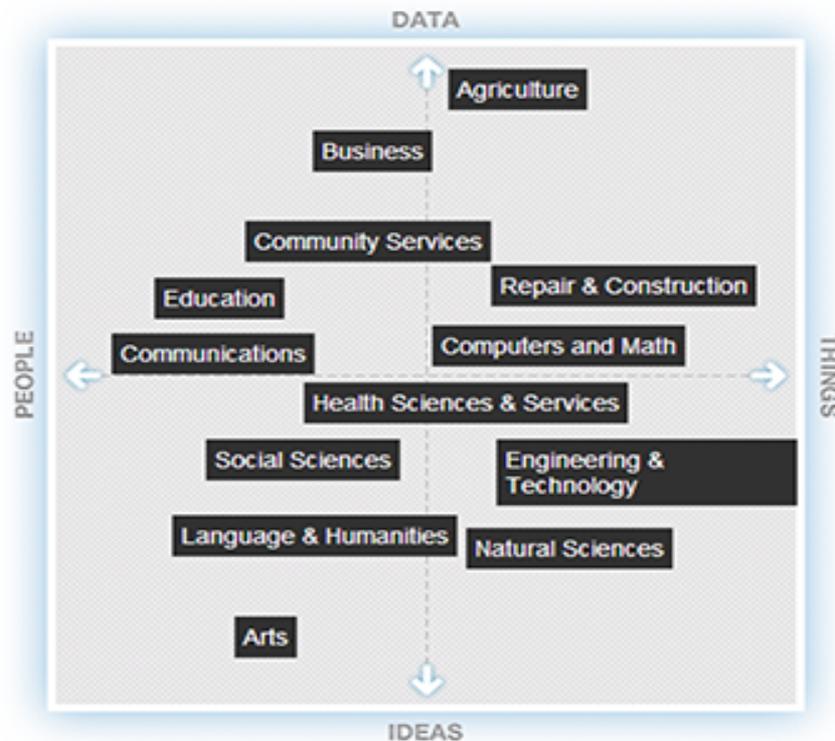
- Once the account is created, the student can click on the “Profile” tab and then choose “About Me” to add additional personal and demographic information although ***it is not required.***

Education Exploration

- Students can select the “Education” tab and use it to explore college majors and find majors that match their interests. The tools found on this tab are easy to use and would be appropriate for students exploring college and career options.
- Major Map (see illustration on next slide)
- Major Search
- College Search
- College Price

Major Map

Major Map



Use the Major Map to explore college majors and find majors that fit your interests.

[TAKE A TOUR OF MAJOR MAP](#)

Take your inventories to see the results on the Major Map.

Click to explore!

There are 13 Major Groups to discover and research.

Major Map Key

Major Group

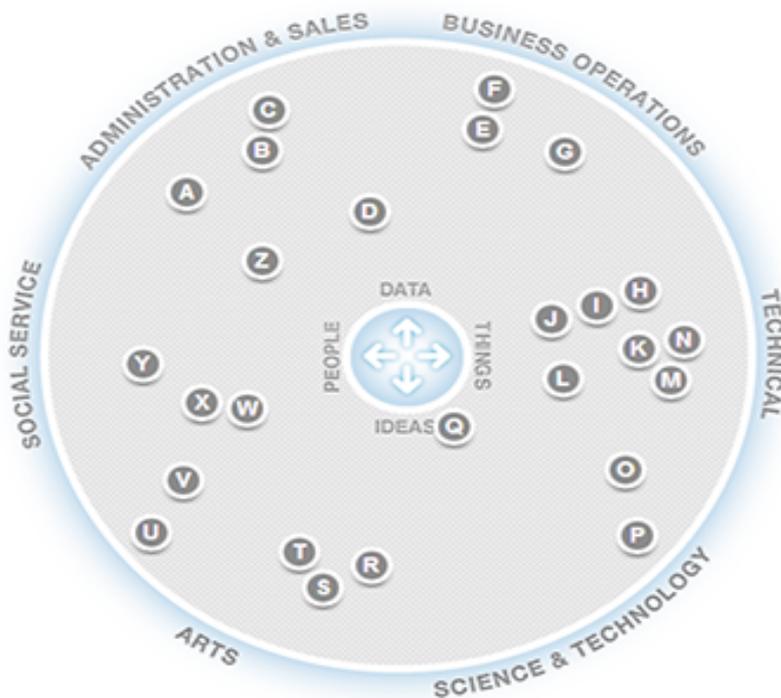
Matches Interest Inventory

Career Exploration

- The “Career” tab contains three main areas to explore.
- Career Map (map shown on next slide) becomes highlighted in blue if your chosen career area matches one inventory response, and red if your chosen career area matches two or more inventory responses.
- Career Search
- Military Search

Career Map

Career Map



The Career Map is a simple way to organize all Occupations

TAKE A TOUR OF CAREER MAP

Take your inventories to see the results on the Career Map.

Roll over and explore!

There are 26 Career Areas to discover and research

Career Map Key

- **A** Career Area
- **A** Matches at least one Inventory
- **A** Matches at least two or more Inventories

My Plans

- The “My Plans” tab includes a link to three inventories
 - Interest inventory
 - Ages 11 or above
 - Abilities inventory
 - Ages 13 and above
 - Values inventory
 - Ages 14 and above

For Counselors

- Counselors are able to view student inventory results
 - with student permission
- “Counselor Dashboard”
 - can be used
 - in planning and conversing with students regarding planning and course selection
 - to provide information to help guide students to available resources
- Information shared with Arkansas Career Development teachers

College Board PSAT™ & AP Potential™

PSAT/NMSQT®

- PSAT/NMSQT for 10th and 11th graders
 - tests the same skills as the SAT
 - will help students determine which AP courses they might want to consider
 - Student Search Service is available for students who elect to participate
 - information from colleges and scholarship programs
 - Screened for National Merit® Scholarship Program

PSAT™ 10

- PSAT 10 for 10th graders
 - offered in spring
 - students can also take PSAT/NMSQT in fall
- Results are not considered for the National Merit® Scholarship Program

AP Potential™

- Free web-based tool
- Allows schools to generate rosters of students likely to score a 3 or higher on an AP® Exam
- Based on research
- Designed to help you provide opportunity to students who may be overlooked for AP coursework

AP Potential will allow your school or district to:

- Support access to AP for all academically prepared students
- Develop robust AP programs by identifying whether a school should expand its course offerings and/or increase the number of sections of AP courses already offered
- Reduce time to recruit new AP students
- Meet college and career readiness accountability measures

AP Potential™

- College Board data indicates that:
 - many students nationwide have potential to succeed, but do not take an AP course
- Research indicates that:
 - students who score a **3 or higher** on an AP exam typically experience greater academic success in college and are more likely to earn a college degree

AP Potential™

- AP Potential will be provided for the full SAT Suite of Assessments, SAT® , PSAT/NMSQT®, PSAT™10, PSAT™ 8/9
- Students will see AP Potential on their reports:
 - students in grade 10 and above will receive AP Potential results for the full set of available AP courses
 - students in grade 9 will receive AP Potential results in AP European History and AP World History only
 - students in grade 8 do not receive AP Potential results directly

What the school receives :

- Rosters that show all students in selected grades who have potential to succeed in the AP course you select
 - rosters can be sorted by gender, race/ethnicity, etc.
- A customized letter template

Next Steps

- Access codes emailed in early December to principals and AP Coordinators at participating schools, and also appear on the PSAT/NMSQT Roster of Scores
- Go to appotential.collegeboard.org and sign-in
- More information to come regarding AP Potential later in the 2015-2016 school year

<https://appotential.collegeboard.org/app/welcome.do>

For more information:

- AP Potential
 - <http://www.collegeboard.com/counselors/app/demo.html>
- AP Resources for Parents
 - <https://apstudent.collegeboard.org/exploreap/for-parents>
- College Guidance for School Counselors
 - <http://professionals.collegeboard.com/guidance>

Arkansas School Counselor e-Sharing Lesson Plans

Why do we want to e-share lesson plans?

- Arkansas counselors are developing and implementing exemplary lessons for academic, career and social/emotional growth for Arkansas students.
- Our lesson plan bank will support counselors in all three areas, and provide recognition for counselors who are creating and/or sharing lessons.

Why do we want to e-share lesson plans?

- Lesson contents will be specific to Arkansas students.
- Sharing will facilitate collaboration between school counselors.
- Lessons will follow the American School Counseling Association (ASCA) model.

How do we accomplish e-sharing of lesson plans?

- Arkansas school counselors write lessons
- Lessons will be shared with the Arkansas School Counselor's Association and the Arkansas Department of Education
- Standardized templates will be provided so that all lessons are consistent

ASCA Mindsets and Behaviors

All lessons will include the American School Counselor Association's (ASCA) Mindsets and Behaviors

- **Domains**

- Academic Development

- supports student success in academic pursuits
 - ❖ strategies, skills and resiliency training

ASCA Mindsets and Behaviors

- **Domains**

- Career Development

- provides opportunities to explore careers
 - helps students understand the connection between what they do at school and their future goals
 - assists students in planning for the transition to post-secondary education and/or the world of work

ASCA Mindsets and Behaviors

- **Domains**

- Social/Emotional Development

- helps students develop interpersonal skills
 - provides behavioral supports to students and helps them develop alternative options to conflict
 - guides students in managing emotions

ASCA Mindsets and Behaviors

- **Mindset Standards**

- attitudes and beliefs students have about themselves in relation to academic work
 - exhibited in behaviors

- **Behavior Standards**

- behaviors that show students are engaged in learning

ASCA Mindsets and Behaviors

- Divided into three areas:
 - Learning strategies – skills students use for learning success
 - Self-management skills – skills students use to remain focused, motivated, etc.
 - Social skills – interpersonal skills students use while interacting with peers and adults

Common Core State Standards

- Lessons include the Common Core State Standards:
 - Speaking and Listening Standards
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
 - Standards for Mathematical Practice

CCSS - Comprehension and Collaboration Examples

- CCSS.ELA-LITERACY.SL.3.1.B
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.9-10.1.B
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS – Presentation of Knowledge and Ideas Examples

- CCSS.ELA-LITERACY.SL.3.6
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-LITERACY.SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS – Eight Standards for Mathematical Practices Examples

- CCSS.MATH.PRACTICE.MP1
 - *Make sense of problems and persevere in solving them.*
- CCSS.MATH.PRACTICE.MP3
 - *Construct viable arguments and critique the reasoning of others.*

What are the other components of the lesson plan?

- Objective
 - What do you want your outcome to be?
- Summary or Description of Lesson
 - What are the steps to take?
- Materials/Supplies
 - What do you need to complete the lesson?

What are the other components of the lesson plan?

- Assessment
 - How will you assess this lesson?
 - observation, Q & A, needs assessment, survey, pre/post test, other
- Reflection
 - personal notes on lesson
- Lesson Submitted by/Attributes
 - Who are you and did you create this lesson or did you find it somewhere?

Prepare to share...

- Divide into small groups by grade bands (elementary, middle, high)
 - select a speaker
 - select a note-taker
- Discuss ideas for lessons
- Develop a rough draft of a lesson on chart paper

Prepare to share...

- Share with the large group
 - edit as desired
- Turn in your lessons with edits
- Additional lessons can be submitted through:
 - the ArSCA Google doc QR code or link
 - the ADE Guidance and School Counseling Google doc QR code or link
 - email to ade.counseling@gmail.com

ADE – Guidance and School Counseling Association – Lesson Plan Template



[https://docs.google.com/forms/d/
1PXQv6CndokO3g3CJZoTs_qZllyuC-KyA3Lx2aNoYYLE/viewform](https://docs.google.com/forms/d/1PXQv6CndokO3g3CJZoTs_qZllyuC-KyA3Lx2aNoYYLE/viewform)

Your Turn!

- How can you help?
 - **Share your name and email** if interested in helping with the project
 - **Spread the word** – encourage your cohorts to become involved!

Interested in helping?



<http://google/forms/wCzh89xYaF>

Arkansas Department of Education

- Learning Services Fall Update
- <https://drive.google.com/file/d/0B4cBgibWywNRTUVNUzNIOGR0cTQ/view>

Going to See my Counselor

<https://vimeo.com/98674989>

Contact Us:

- Suzanne Knowles
 - Suzanne.knowles@arkansas.gov
 - 501-682-4354
- Roger Palmer
 - Roger.palmer@arkansas.gov
 - 501-682-5144
- Liz Francoeur
 - Liz.francoeur@arkansas.gov
 - 501-371-2696