

BEST PRACTICES FOR THE TEXAS MODEL FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS:

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A SCHOOL COUNSELOR IS SOMEONE WHO...

helps you
solve problems

is trustworthy

encourages
you

always has
time for you



will always
respect you

makes you
feel better

keeps you
safe

understands

listens to you

A SCHOOL COUNSELOR CARES ABOUT YOU!

- DRAW/WRITE DOWN ACTIVITIES, ROLES, AND RESPONSIBILITIES YOU HAVE AS A SCHOOL COUNSELOR.

WHAT ARE
YOUR DUTIES?
ADD TO
CHART
THROUGHOUT
THE DAY.



District



Campus



Professional

TEXAS ADMINISTRATIVE CODE: RULE §61.1073 ANNUAL ASSESSMENT OF SCHOOL DISTRICT COMPLIANCE

(1) COMPREHENSIVE SCHOOL COUNSELING PROGRAM--PROVISION OF A GUIDANCE CURRICULUM, RESPONSIVE SERVICES, INDIVIDUAL PLANNING, AND SYSTEM SUPPORT AS DESCRIBED IN TEXAS EDUCATION CODE (TEC), §33.005(B).

(2) DUTIES THAT ARE COMPONENTS OF A COUNSELING PROGRAM--WORK ACTIVITIES RELATED TO THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM AS DESCRIBED IN TEC, §33.005(B).

(3) SCHOOL COUNSELOR--THE POSITION DESCRIBED BY TEC, §21.003, AND CHAPTER 239, SUBCHAPTER A, OF THIS TITLE (RELATING TO SCHOOL COUNSELOR CERTIFICATE).

(4) SCHOOL COUNSELOR'S TOTAL WORK TIME--THE AMOUNT OF TIME, REPORTED IN HOURS, THAT A SCHOOL COUNSELOR IS CONTRACTED TO WORK AS A SCHOOL COUNSELOR FOR A SCHOOL DISTRICT DURING A SCHOOL YEAR.

TEXAS ADMINISTRATIVE CODE: RULE §61.1073 ANNUAL ASSESSMENT OF SCHOOL DISTRICT COMPLIANCE

(B) SCHOOL DISTRICTS SHALL REQUIRE EACH DISTRICT SCHOOL COUNSELOR TO TRACK AND DOCUMENT, USING A STANDARDIZED TRACKING TOOL, AS ESTABLISHED BY EACH DISTRICT, THE TIME SPENT ON WORK DUTIES PERFORMED BY THE SCHOOL COUNSELOR THROUGHOUT A SCHOOL YEAR. THIS TRACKING TOOL SHALL:

(1) INCLUDE THE FOLLOWING COMPONENTS:

(A) THE TOTAL WORK TIME WORKED BY THE SCHOOL COUNSELOR FOR THE YEAR;

(B) THE TOTAL TIME SPENT ON THE FOLLOWING DUTIES THAT ARE COMPONENTS OF A COUNSELING PROGRAM DEVELOPED UNDER TEC, §33.005:

(I) PROVISION OF A GUIDANCE CURRICULUM;

(II) RESPONSIVE SERVICES FOR STUDENTS;

(III) INDIVIDUAL PLANNING FOR STUDENTS; AND

(IV) SYSTEM SUPPORT;

TEXAS ADMINISTRATIVE CODE: RULE §61.1073

ANNUAL ASSESSMENT OF SCHOOL DISTRICT COMPLIANCE

(C) THE TOTAL TIME SPENT ON DUTIES THAT ARE NOT COMPONENTS OF A COUNSELING PROGRAM DEVELOPED UNDER TEC, §33.005, INCLUDING TIME SPENT IN ADMINISTERING ASSESSMENT INSTRUMENTS OR PROVIDING OTHER ASSISTANCE IN CONNECTION WITH ASSESSMENT INSTRUMENTS (EXCEPT TIME SPENT IN INTERPRETING DATA FROM ASSESSMENT INSTRUMENTS); AND

(2) BE MAINTAINED BY THE DISTRICT IN A FORMAT THAT CAN BE MADE AVAILABLE TO TEXAS EDUCATION AGENCY (TEA) UPON REQUEST.

(C) SCHOOL DISTRICTS SHALL ANNUALLY ASSESS THE DISTRICT'S COMPLIANCE WITH THE POLICY ADOPTED UNDER TEC, §33.006(D). THE ASSESSMENT SHALL INCLUDE:

(1) WORK TIME TRACKING DOCUMENTATION AS DESCRIBED IN SUBSECTION (B) OF THIS SECTION FOR EACH SCHOOL COUNSELOR IN THE DISTRICT;

(2) THE NUMBER OF SCHOOL COUNSELORS WHOSE WORK WAS IN COMPLIANCE WITH THE DISTRICT POLICY ADOPTED UNDER TEC, §33.006(D); AND

(3) THE NUMBER OF SCHOOL COUNSELORS IN THE DISTRICT WHOSE WORK WAS NOT IN COMPLIANCE WITH THE DISTRICT POLICY ADOPTED UNDER TEC, §33.006(D).

(D) THE ASSESSMENT DESCRIBED IN SUBSECTION (C) OF THIS SECTION SHALL BE MAINTAINED BY THE SCHOOL DISTRICT IN A FORMAT THAT CAN BE MADE AVAILABLE TO TEA UPON REQUEST.

TEXAS ADMINISTRATIVE CODE: RULE §61.1073


ANNUAL ASSESSMENT OF SCHOOL DISTRICT COMPLIANCE: AUDIT

NOT LATER THAN OCTOBER 15 OF EACH YEAR, TEA WILL REQUEST THE FOLLOWING INFORMATION FROM A RANDOMLY SELECTED SAMPLE OF SCHOOL DISTRICTS, WITH DISTRICT RESPONSES REQUIRED TO BE SUBMITTED TO TEA NOT LATER THAN NOVEMBER 15 OF EACH YEAR IN THE FORMAT REQUESTED BY TEA:

- (1) A COPY OF THE DISTRICT POLICY ADOPTED UNDER TEC, §33.006(D);
- (2) A COPY OF THE DISTRICT ANNUAL ASSESSMENT AS REQUIRED BY SUBSECTION (C) OF THIS SECTION;
- (3) THE NUMBER OF SCHOOL COUNSELORS IN THE DISTRICT FROM THE PREVIOUS SCHOOL YEAR;
- (4) THE NUMBER OF SCHOOL COUNSELORS IN THE DISTRICT WHOSE WORK IS DETERMINED BY THE DISTRICT TO BE OUT OF COMPLIANCE WITH THE DISTRICT POLICY ADOPTED UNDER TEC, §33.006(D); AND
- (5) ANY OTHER FINDINGS, CONCLUSIONS, OR ANALYSIS INCLUDED IN THE ANNUAL ASSESSMENT REQUIRED BY SUBSECTION (C) OF THIS SECTION, INCLUDING PROPOSED STRATEGIES TO ADDRESS ANY LACK OF COMPLIANCE WITH THE DISTRICT POLICY ADOPTED UNDER TEC, §33.006(D)

WHAT IS REQUIRED FROM MY DISTRICT?

(E), THE BOARD OF TRUSTEES OF EACH SCHOOL DISTRICT SHALL ADOPT A POLICY THAT REQUIRES A SCHOOL COUNSELOR TO SPEND AT LEAST 80 PERCENT OF THE SCHOOL COUNSELOR'S TOTAL WORK TIME ON DUTIES THAT ARE COMPONENTS OF A COUNSELING PROGRAM DEVELOPED UNDER SECTION 33.005. FOR PURPOSES OF THIS SUBSECTION, TIME SPENT IN ADMINISTERING ASSESSMENT INSTRUMENTS OR PROVIDING OTHER ASSISTANCE IN CONNECTION WITH ASSESSMENT INSTRUMENTS, EXCEPT TIME SPENT IN INTERPRETING DATA FROM ASSESSMENT INSTRUMENTS, IS NOT CONSIDERED TIME SPENT ON COUNSELING. EACH SCHOOL IN THE DISTRICT SHALL IMPLEMENT THE POLICY. A COPY OF THE POLICY SHALL BE MAINTAINED IN THE OFFICE OF EACH SCHOOL IN THE DISTRICT AND MADE AVAILABLE ON REQUEST DURING REGULAR SCHOOL HOURS TO DISTRICT EMPLOYEES, PARENTS OF DISTRICT STUDENTS, AND THE PUBLIC.



DISTRICTS THAT ARE NOT IN COMPLIANCE WITH 80/20

E) IF THE BOARD OF TRUSTEES OF A SCHOOL DISTRICT DETERMINES THAT, BECAUSE OF STAFFING NEEDS IN THE DISTRICT OR AT A SCHOOL IN THE DISTRICT, A SCHOOL COUNSELOR MUST SPEND LESS THAN 80 PERCENT OF THE SCHOOL COUNSELOR'S TOTAL WORK TIME ON DUTIES THAT ARE COMPONENTS OF A COUNSELING PROGRAM DEVELOPED UNDER SECTION 33.005, THE POLICY ADOPTED UNDER SUBSECTION (D) SHALL:

- (1) INCLUDE THE REASONS WHY THE COUNSELOR NEEDS TO SPEND LESS THAN 80 PERCENT OF THE COUNSELOR'S WORK TIME ON DUTIES THAT ARE COMPONENTS OF THE COUNSELING PROGRAM;
- (2) LIST THE DUTIES THE COUNSELOR IS EXPECTED TO PERFORM THAT ARE NOT COMPONENTS OF THE COUNSELING PROGRAM; AND
- (3) SET THE PERCENTAGE OF WORK TIME THAT THE COUNSELOR IS REQUIRED TO SPEND ON COMPONENTS OF THE COUNSELING PROGRAM.

OTHER PROVISIONS

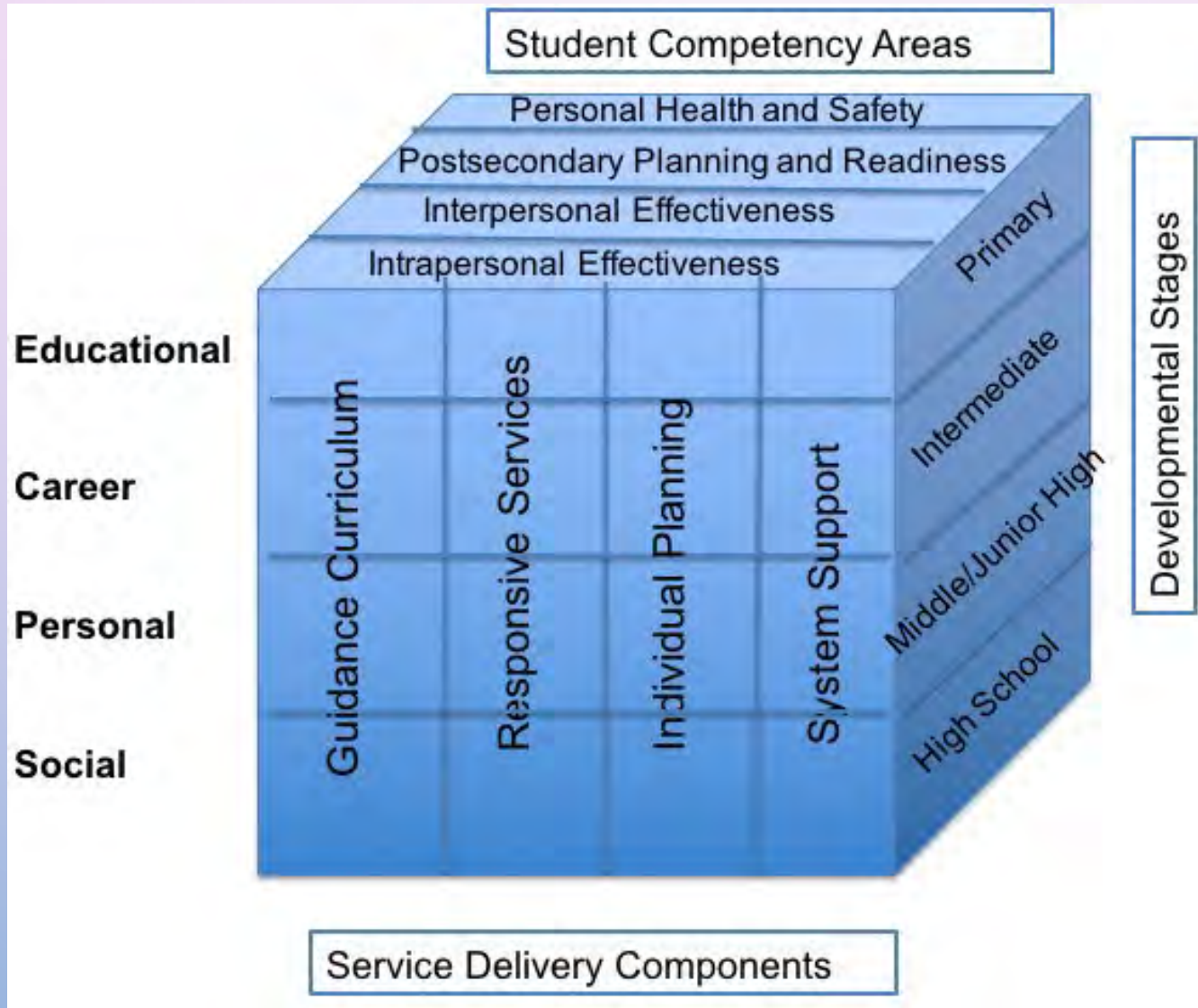
(F) A SCHOOL DISTRICT MAY NOT INCLUDE A PROVISION IN AN EMPLOYMENT CONTRACT WITH A SCHOOL COUNSELOR UNDER CHAPTER 21 THAT CONFLICTS WITH THE POLICY REQUIRED BY SUBSECTION (D) OR, EXCEPT AS PROVIDED BY SUBSECTION (G), HAS THE EFFECT OF AUTHORIZING A SCHOOL PRINCIPAL OR SCHOOL DISTRICT SUPERINTENDENT TO REQUIRE A SCHOOL COUNSELOR TO GENERALLY PERFORM DUTIES THAT ARE NOT PRIMARILY RELATED TO A COUNSELING FUNCTION.

(G) A SCHOOL DISTRICT TO WHICH SUBSECTION (E) APPLIES MAY NOT INCLUDE A PROVISION IN AN EMPLOYMENT CONTRACT UNDER CHAPTER 21 WITH AN AFFECTED SCHOOL COUNSELOR THAT HAS THE EFFECT OF REQUIRING THE COUNSELOR TO GENERALLY PERFORM A DUTY THAT IS NOT PRIMARILY RELATED TO A COUNSELING FUNCTION UNLESS THE DUTY IS SPECIFIED IN THE DISTRICT'S POLICY UNDER SUBSECTION (E)(2).



THE TEXAS MODEL IN STATUTE

- TEC 33.005 COMPREHENSIVE SCHOOL COUNSELING PROGRAMS.
- (A) A SCHOOL COUNSELOR SHALL WORK WITH THE SCHOOL FACULTY AND STAFF, STUDENTS, PARENTS, AND THE COMMUNITY TO PLAN, IMPLEMENT, AND EVALUATE A COMPREHENSIVE SCHOOL COUNSELING PROGRAM THAT CONFORMS TO THE MOST RECENT EDITION OF THE TEXAS MODEL FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS DEVELOPED BY THE TEXAS COUNSELING ASSOCIATION.
- (B) THE SCHOOL COUNSELOR SHALL DESIGN THE PROGRAM TO INCLUDE:
 - (1) A GUIDANCE CURRICULUM TO HELP STUDENTS DEVELOP THEIR FULL EDUCATIONAL POTENTIAL, INCLUDING THE STUDENT'S INTERESTS AND CAREER OBJECTIVES;
 - (2) A RESPONSIVE SERVICES COMPONENT TO INTERVENE ON BEHALF OF ANY STUDENT WHOSE IMMEDIATE PERSONAL CONCERNS OR PROBLEMS PUT THE STUDENT'S CONTINUED EDUCATIONAL, CAREER, PERSONAL, OR SOCIAL DEVELOPMENT AT RISK;
 - (3) AN INDIVIDUAL PLANNING SYSTEM TO GUIDE A STUDENT AS THE STUDENT PLANS, MONITORS, AND MANAGES THE STUDENT'S OWN EDUCATIONAL, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT;
 - (4) SYSTEM SUPPORT TO SUPPORT THE EFFORTS OF TEACHERS, STAFF, PARENTS, AND OTHER MEMBERS OF THE COMMUNITY IN PROMOTING THE EDUCATIONAL, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF STUDENTS.





Section I: Responsibilities of School Counselors and Other Staff in Comprehensive School Counseling Programs (p19)

PROFESSIONAL BEHAVIOR DOMAIN: SCHOOL COUNSELORS ACCEPT RESPONSIBILITY FOR CONTINUOUS SELF-DIRECTED PROFESSIONAL DEVELOPMENT TO IMPROVE COMPETENCE IN JOB-RELATED PERFORMANCE STANDARDS.

STANDARD 1 DEMONSTRATE PROFESSIONALISM, INCLUDING A COMMITMENT TO CONTINUOUS PROFESSIONAL DEVELOPMENT.

STANDARD 4 ENGAGE IN REFLECTIVE PRACTICE TO ENHANCE PROFESSIONAL DEVELOPMENT.

PROFESSIONAL STANDARDS
DOMAIN: TIME DEDICATED TO
ACTIVITIES THAT PROMOTE
UNDERSTANDING AND
APPLICATION OF PROFESSIONAL
RULES, POLICIES, REGULATIONS,
AND GUIDELINES IS ACCOUNTED
FOR IN THE SYSTEM SUPPORT
COMPONENT OF THE
COMPREHENSIVE DEVELOPMENTAL
SCHOOL COUNSELING
PROGRAM.



Standard 1 Adhere to federal, state, district and campus legal standards, policies, regulations, and procedures.



Standard 2 Commit to current professional standards of competence and practice.



Standard 3 Promote and follow school counseling ethical standards.



Standard 4 Demonstrate professional and responsible work habits.

Guidance:

Demonstrates proficiency in teaching small and large groups by actively engaging students in the learning process
Facilitates learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information

Counseling:

Counsels individuals and small groups using appropriate counseling theories and techniques in response to student needs

Program Leadership:

Applies research-based practice to improve the school guidance and counseling program

Professional Behavior:

Uses reflection, self-assessment, and interactions with colleagues to promote personal professional development

Professional Standards:

Strives toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards

ACTIVITY EXAMPLES FROM TEXAS ADMINISTRATIVE CODE, §239.15 :

CONSTRUCTED- RESPONSE QUESTION SCHOOL COUNSELOR (252)

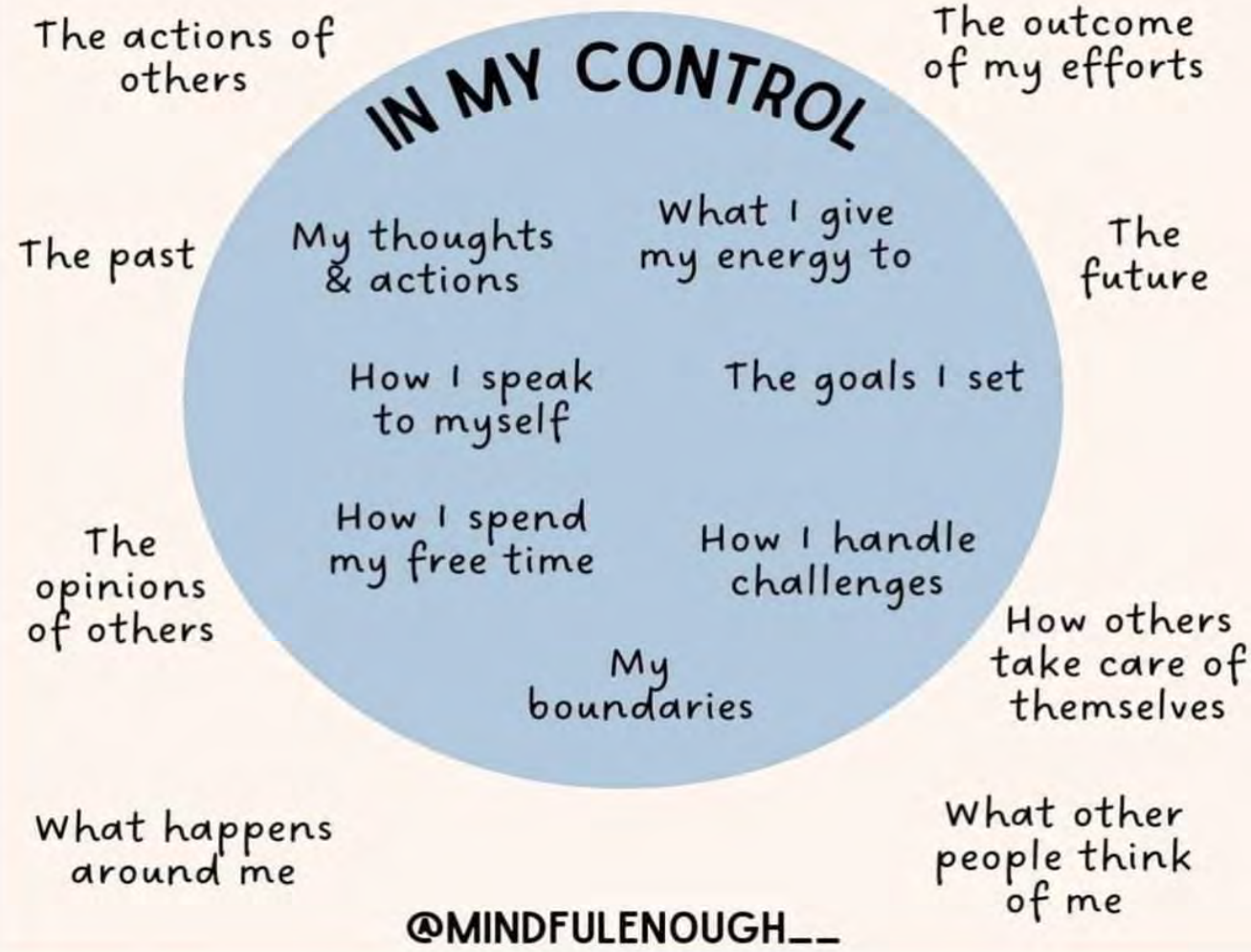
- ANALYZE THE INFORMATION PROVIDED IN THE EXHIBITS AND, CITING SPECIFIC EVIDENCE FROM THE EXHIBITS, WRITE A RESPONSE OF APPROXIMATELY 400–600 WORDS IN WHICH YOU:
 - IDENTIFY ONE IMPORTANT NEED TO ADDRESS IN INDIVIDUAL SCHOOL COUNSELING FOR JIMMY;
 - DESCRIBE ONE DEVELOPMENTALLY APPROPRIATE COUNSELING STRATEGY A SCHOOL COUNSELOR COULD IMPLEMENT TO ADDRESS THE NEED YOU IDENTIFIED;
 - EXPLAIN WHY THE STRATEGY YOU DESCRIBED WOULD BE EFFECTIVE IN ADDRESSING THE IDENTIFIED NEED;
 - IDENTIFY ONE STEP THE COUNSELOR COULD TAKE TO INVOLVE OTHERS, AS APPROPRIATE, IN IMPLEMENTING THE STRATEGY YOU DESCRIBED;
 - EXPLAIN ONE METHOD THE COUNSELOR COULD USE TO EVALUATE THE EFFECTIVENESS OF THE STRATEGY YOU DESCRIBED IN ADDRESSING THE IDENTIFIED NEED; AND
 - EXPLAIN HOW YOUR RESPONSE IS SUPPORTED BY RELEVANT COUNSELING THEORY.



PAUSE
& REFLECT

- ARE YOU MEETING THESE STANDARDS?
- WHAT STEPS ARE YOU TAKING TO ENSURE YOU ARE CURRENT WITH BEST PRACTICES, SCHOOL COUNSELING TRENDS, ETHICAL /LEGAL ISSUES, ETC.

OUT OF MY CONTROL



@MINDFULENOUGH__

SECTION I: RESPONSIBILITIES OF SCHOOL COUNSELORS AND OTHER STAFF IN COMPREHENSIVE
SCHOOL COUNSELING PROGRAMS (P19)
RESPONSIBILITY DOMAINS (TEC 33.006)



FIGURE 2.1. SCHOOL COUNSELOR ROLES EXEMPLIFIED BY DOMAIN, DELIVERY COMPONENTS, AND TAC §239.15

• P. 28

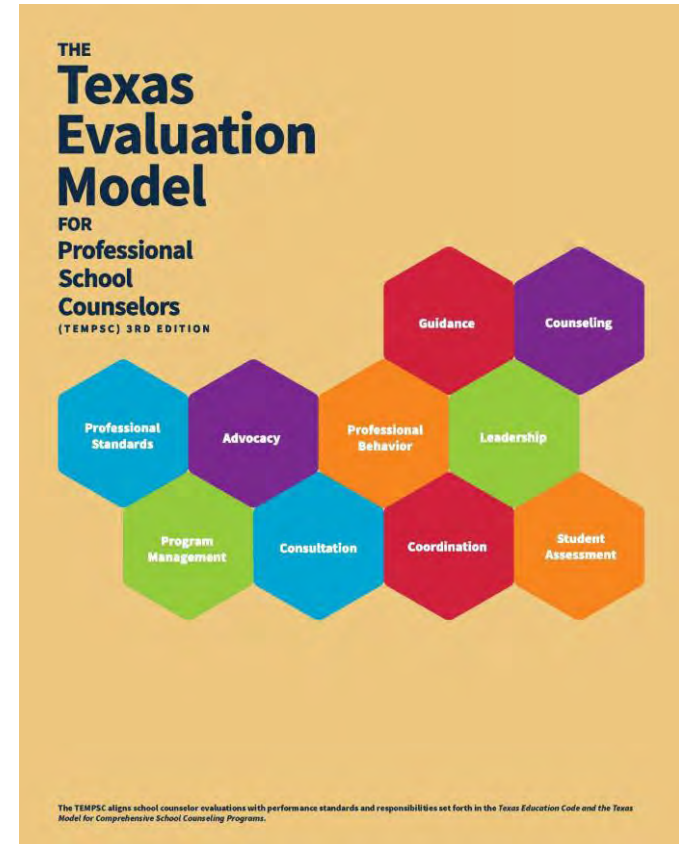


RESPONSIBILITY DOMAIN ACTIVITY

Responsibility Domain	Related Service Delivery Component	Activity Examples	Professional Goal
Program Management			
Guidance			
Counseling			
Consultation			
Coordination			
Student Assessment Interpretation			
Advocacy			
Program Leadership			
Professional Behavior			
Professional Standards			

TEXAS EVALUATION MODEL FOR PROFESSIONAL SCHOOL COUNSELORS (TEMPSC), 3RD EDITION

- TEMPSC III IS A MUST HAVE FOR ALL SCHOOL COUNSELORS AND FOR THOSE CHARGED WITH EVALUATING THEIR PERFORMANCE.
- STRUCTURED TO REFLECT OTHER APPRAISAL TOOLS CURRENTLY USED IN TEXAS SCHOOLS FOR OTHER PROFESSIONAL EDUCATORS,
- IT IS DESIGNED TO BE THE INSTRUMENT FOR THE PROFESSIONALLY RELEVANT
- AND APPROPRIATE EVALUATION OF SCHOOL COUNSELORS' PERFORMANCE IN ALIGNMENT WITH THE JOB RESPONSIBILITIES ARTICULATED IN STATUTE, RULE, AND THE *TEXAS MODEL FOR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS*.
- [HTTPS://WWW.TXCA.ORG/TEXAS_MODEL_TEMPSC.PHP](https://www.txca.org/texas_model_tempsc.php)



WHAT DO I DO?

**WHERE DOES MY
TIME GO?**

**AM I BEING
EFFECTIVE?**



LAST WEEK'S USE OF TIME LOG.

- WHAT IS YOUR LOGGING METHOD? DID YOU LOG?
- WHAT ACTIVITIES DID YOU DO?
- WHAT CATEGORY DID YOU PLACE THEM UNDER?

*School
Counselor*

LOG BOOK



DATE	Guidance Curriculum				Individual Planning					Responsive Services						System Support						Non-Guidance													
	Classroom Guidance	Assemblies / Large Group Guidance	Parent Education Presentations	Training/Consulting with Teachers on Guidance	Academic Progress / Planning & Goals	Career / Postsecondary Planning & Goals	Grade / Attendance / Credit Monitoring	New Student Enrollment	Personal / Social Planning	Crisis Intervention / CPS/SRO Reports	Individual Crisis Follow Up / Check Ins	Community Resources/Parent	Small-Group Counseling	Student Conflict with Teacher / Staff	Peer Relationship Conflict / Mediation	McKinney Vento Services	Bullying Intervention	Leading Professional Dev.	Professional Dev. District	Professional Dev outsidDistrict	Consultation: Staff, Admin, Parent	Leadership Team / PLCs / Committees	Student Clubs / Activities / Field Trips	Developing Class Lists/Changing Schedules	Program Management	Data Analysis / Reports / Other	Discipline / Monitoring ISS or Detention	Covering a Class	Testing Prep	Testing Proctoring	Section 504 / RTI /IGC Paperwork Prep	Duty / Student Supervision			
10/3/2022																																			
10/4/2022																																			
10/5/2022																																			
10/6/2022																																			
10/7/2022																																			
10/10/2022																																			
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10/17/2022																																			
10/18/2022																																			
10/19/2022																																			
10/20/2022																																			



THROUGH A SYSTEMATIC AND PLANNED PROGRAM, SCHOOL COUNSELORS APPLY SPECIALIZED KNOWLEDGE AND SKILLS TO PROVIDE DEVELOPMENTALLY APPROPRIATE SUPPORT AND INTERVENTIONS FOR ALL STUDENTS.

GUIDANCE CURRICULUM

- DESIGNED TO SYSTEMICALLY PROVIDE LESSONS TO STUDENTS THAT FACILITATE GROWTH, DEVELOPMENT, AND TRANSFERRABLE SKILLS IN THE AREAS OF EDUCATIONAL, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT.



GUIDANCE CURRICULUM ACTIVITY P85

- STRATEGIC CONTENT AREA:
- FINDINGS FROM NEEDS ASSESSMENT:
- GUIDANCE CURRICULUM LESSON
- SMART GOAL
- WHAT ARTIFACTS ARE YOU COLLECTING TO SHOW EVIDENCE OF IMPLEMENTATION?

ROLES IN THE GUIDANCE CURRICULUM P87

- SCHOOL COUNSELOR
- TEACHER
- PARENT
- ADMINISTRATOR
- ADDITIONAL SUPPORT STAFF (LPC, SCHOOL PSYCHOLOGIST, SOCIAL WORKERS, TARGETED PROGRAM CASE MANAGERS, ETC.)



RESPONSIVE SERVICES

- **EXAMPLES:**
 - **PREVENTIVE SERVICES**
 - A STUDENT IS BEGINNING TO EXHIBIT ACADEMIC CHALLENGES IN SCHOOL, WHICH INEVITABLY COULD AFFECT RELATIONSHIPS AND SCHOOL PERFORMANCE.
 - **REMEDIAL SERVICES**
 - A STUDENT IS RETURNING TO CAMPUS AFTER A PLACEMENT AT THE ALTERNATIVE SCHOOL FOR SUBSTANCE USE.
 - **CRISIS SERVICES**
 - THE SCHOOL COUNSELOR NOTICES BRUISES ON A STUDENT'S ARMS. WHEN INQUIRING ABOUT THESE MARKS, THE STUDENT DISCLOSES THAT THERE ARE MORE BRUISES THAT HAVE BEEN INFLICTED BY A FRUSTRATED CAREGIVER. THE SCHOOL COUNSELOR MUST IMMEDIATELY TAKE ACTION.

RESPONSIVE SERVICES-OTHER ACTIVITIES



- RESPONSIVE SERVICES MAY ALSO INCLUDE CONSULTATION WITH TEACHERS, PARENTS, AND OTHERS WHO CAN ASSIST THE STUDENT WITH PROBLEMATIC ISSUES.
- ADDITIONALLY, REFERRAL TO COMMUNITY SERVICES OUTSIDE THE SCHOOL MAY BE CONSIDERED.
- AT ALL LEVELS OF INTERVENTION, SCHOOL COUNSELORS REFLECT AND CONSULT AS NEEDED TO CHANGE OR REFINE PROCESSES RELEVANT TO EACH SITUATION.

RESPONSIVE SERVICE ACTIVITY P92

- IDENTIFIED NEED:
- PREVENTIVE; REMEDIAL; OR CRISIS:
- INTERVENTION/PLAN OF ACTION:
- OUTCOME/FOLLOW UP:
- WHAT ARTIFACTS ARE YOU COLLECTING TO SHOW EVIDENCE OF IMPLEMENTATION?

ROLES IN RESPONSIVE SERVICE P93

- SCHOOL COUNSELOR
- TEACHER
- PARENT
- ADMINISTRATOR
- ADDITIONAL SUPPORT STAFF (LPC, SCHOOL PSYCHOLOGIST, SOCIAL WORKERS, TARGETED PROGRAM CASE MANAGERS, ETC.)



INDIVIDUAL PLANNING

The purpose of individual planning is to assist students in developing and addressing academic, career, personal, and social goals.

Students need opportunities to understand and monitor their own development considering their individual needs, specialized circumstances or services, and cultural implications.

In delivering individual planning services, school counselors use knowledge, the ability to integrate district and state requirements, and student preferences to assist students in developing realistic and attainable goals.

INDIVIDUAL PLANNING TOPICS P98

- DOMAIN
- GOALS
- SCHOOL COUNSELOR CONSIDERATIONS
- ADVOCACY EFFORTS
- WHAT ARTIFACTS ARE YOU COLLECTING TO SHOW EVIDENCE OF IMPLEMENTATION?

ROLES IN INDIVIDUAL PLANNING P100

- SCHOOL COUNSELOR
- TEACHER
- PARENT
- ADMINISTRATOR
- ADDITIONAL SUPPORT STAFF (LPC, SCHOOL PSYCHOLOGIST, SOCIAL WORKERS, TARGETED PROGRAM CASE MANAGERS, ETC.)



SYSTEM SUPPORT

Program Management-Indirect services including time allocated to assess needs, plan, design, implement, and evaluate elements of a comprehensive school counseling program,

- *Example*-the school counselor develops a needs assessment; sends the assessment to stakeholders; gathers the data; disaggregates the data; identifies the priorities; creates a weekly, monthly, and annual calendar based on priority areas;

Student Support Services- indirect activities that support students' academic, career, social/personal development and make appropriate use of school counselors' training and expertise.

- *Example*-the school counselor presents a series of parent sessions to increase awareness of adolescents' developmental characteristics and needs.

SYSTEM SUPPORT

Prof. Dev/Collaboration

Supervision Received/Delivered

Consultation: Staff, Admin, Parent

Community Outreach/Parent Edu.

Advisory Councils/Committees

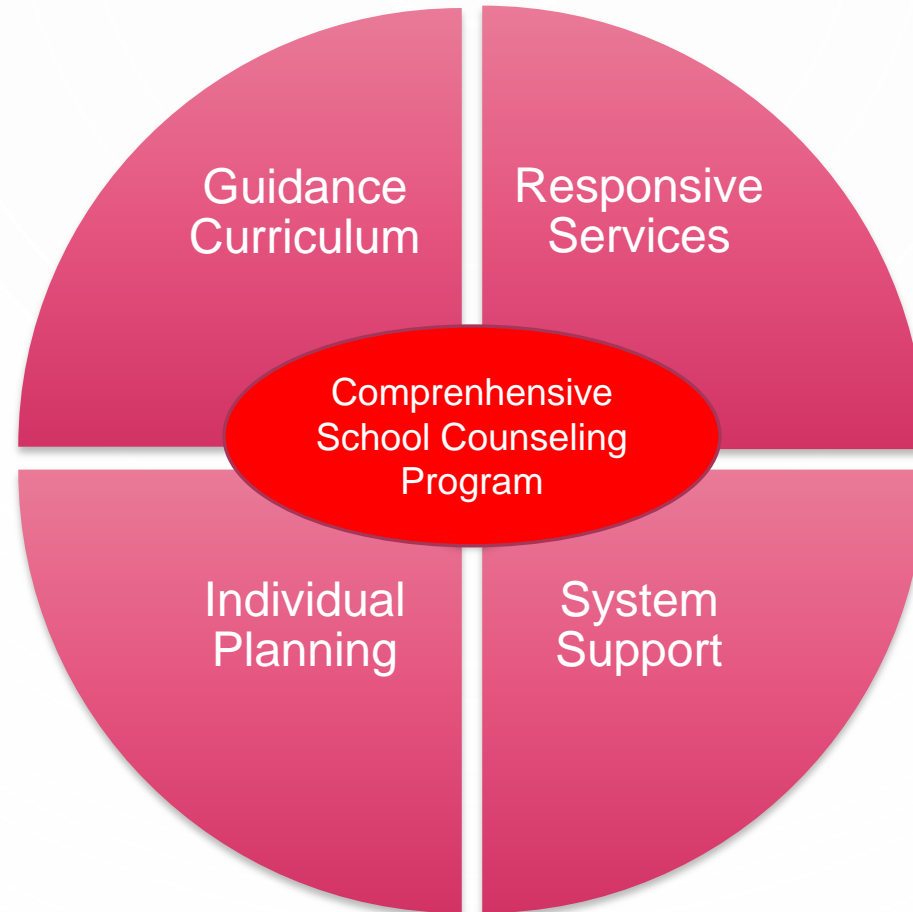
Program Management Activities

Data Analysis/Report

ROLES IN SYSTEM SUPPORT P110

- SCHOOL COUNSELOR
- TEACHER
- PARENT
- ADMINISTRATOR
- ADDITIONAL SUPPORT STAFF (LPC, SCHOOL PSYCHOLOGIST, SOCIAL WORKERS, TARGETED PROGRAM CASE MANAGERS, ETC.)

NON-COUNSELING DUTIES



Non-Counseling

NON-COUNSELING DUTIES

Non-counseling duties refer to any activity or duty not related to the development, implementation, or evaluation of the comprehensive school counseling program (ASCA, 2012).

Non-counseling duties are most clearly defined as administrative or clerical functions.

Often times the non-counseling related duties can be designated to another staff member.

Often times school administrators lack knowledge regarding the school counselors' duties; they tend to assign counselors non-counseling related activities such as lunch duty, discipline, or test administration (Baker, 2001)..

Non-school-counseling duties take away valuable time from implementing a school counseling program that meets the needs of all students.

APPROPRIATE AND INAPPROPRIATE ACTIVITIES

Appropriate Activities for Professional 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 Professional 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 (duty)
- 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

NON-GUIDANCE

Discipline

Section
504/Testing

Other/Duty

ASCA Position Statement (2024): [The School Counselor and Section 504 Plan and Process](https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Section-504-Plan-and-Proc)

“Although school counselors serve on the 504 team, they should not be tasked with 504 coordination/management to avoid a conflict between school counseling program implementation and the administrative duties of the 504 coordinator/case manager.”

<https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Section-504-Plan-and-Proc>

CONSIDER THESE STEPS FOR THE REASSIGNMENT OF NON-COUNSELING DUTIES (P. 117)



Identify tasks school counselors are currently responsible for that do not align with the appropriate duties of a school counselor (see appropriate and inappropriate activities for school counselors below).



Use data (Figure 4.4.) from the School Counselor: Counseling Program Tracking and Data Analysis Report or estimate the amount of time in hours the non-counseling duties take away from implementation of the school counseling program.



Consider whether the tasks need to be completed and how else the tasks might be completed, including the use of technology for increased efficiency.



Determine what school counseling activities would replace these tasks if they were removed, and estimate the impact on students.



Express willingness to be a part of a plan for successful transfer of the tasks to staff who have skills to complete them, keeping in mind that other staff members may already have a large list of responsibilities as well.



Recognize that reassigning tasks may take time. (Gysbers and Henderson, 2012)

SCHOOL COUNSELOR CONSIDERATION

School counselors know that one viable explanation for role confusion or misunderstanding may be that a school counselor's assignment or participation in a non-counseling related activity (cause) is a direct outcome of the school counselor's loss of identity on a campus or within a school district (effect) (i.e. "I don't know what my school counselor spends his or her time doing").

Non-counseling duties are not included as part of a school counselor's duties in the ASCA (2012) Ethical Standards for School Counselors. All activities provided by the school counselor should correlate with the total school counseling program's mission and goals.

ROLES IN NON-COUNSELING DUTIES (P.118)

- SCHOOL COUNSELOR
- TEACHER
- PARENT
- ADMINISTRATOR
- ADDITIONAL SUPPORT STAFF (LPC, SCHOOL PSYCHOLOGIST, SOCIAL WORKERS, TARGETED PROGRAM CASE MANAGERS, ETC.)

HOW DO YOU
PLAN TO
EFFECTIVELY LOG
ALL OF YOUR
ACTIVITIES?



COMMITMENT TO ACTION (P36)

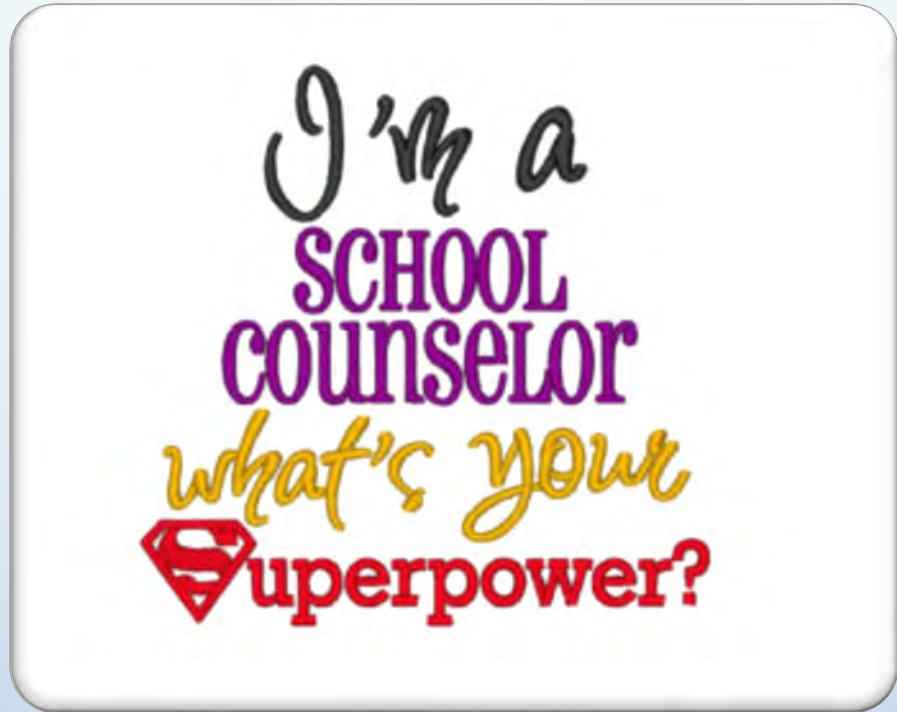
A commitment to action must be made by both administrative and school counseling leadership.

For district-wide changes, the school board, the school district's senior level management, and school counseling staff must support the efforts and decisions that will create change.

For building level change, the principal and school counselors must concur that improvement is desirable. To execute the process outlined in the implementation cycle, school counselors and administrators must make the decision to study and improve the school counseling program.

If there are currently no school counselors at a local site, the administrator may need to lead efforts. It is advisable for the school district to invite a resource person who is either a school counselor educator from a local university or a school counselor specialist from an education service center to assist.

- PROFESSIONAL DEVELOPMENT: ATTEND TCA OR TSCA FOR UPDATED 6TH EDITION (INVITE YOUR ADMIN WITH YOU 😊)
- ASCA POSITION STATEMENTS
- ASCA TEMPLATES & TOOLS
- SCHOOL COUNSELOR/PRINCIPAL RELATIONSHIPS
- COUNSELORS REINFORCING EXCELLENCE FOR STUDENTS IN TEXAS (CREST) AWARD GOALS
- NELSON, J.A., & WINES, L.A. (EDS.). (2024). SCHOOL COUNSELORS AS PRACTITIONERS: BUILDING ON THEORY, STANDARDS, AND EXPERIENCE FOR OPTIMAL PERFORMANCE (2ND ED.). ROUTLEDGE. [HTTPS://DOI.ORG/10.4324/9781003400417](https://doi.org/10.4324/9781003400417)
- WORK/LIFE BALANCE IN ORDER TO AVOID BURN OUT.



THANK YOU FOR YOUR PARTICIPATION!

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