

Tools for Developing a Comprehensive K-12 Guidance & Counseling Plan

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**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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Introduction

School Counseling in the Commonwealth of Pennsylvania: Supporting Every Student for College and Career Success

These tools were developed by the Pennsylvania Department of Education for use by all school districts in Pennsylvania. A committee of school counselors met and developed these tools as a companion guide for practical implementation of a comprehensive K-12 school counseling / guidance plan. This document provides school district counselors with a step-by-step process, a framework, resources and best practice models for developing their district plan. In Pennsylvania, school counselors are integral in the academic, career and personal/social development of all PreK-12 students in the Commonwealth.

A comprehensive guidance plan is required as part of Pennsylvania School Code in *Chapter 339 – Guidance*.

§ 339.31. Plan.

There shall be a written plan on file, approved by the local board of school directors, for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. The plan must include procedures to provide for guidance services to AVTSs.

Additionally a comprehensive program of student services is required as part of Pennsylvania School Code in *Chapter 12 – Services to Students*. An abbreviated section is shown below.

§ 12.41. Student services.

- (a) Each school entity shall prepare a written plan for the implementation of a comprehensive and integrated K-12 program of the student services based on the needs of its students. The plan shall be prepared and revised in accordance with the time frames and procedures described in §§ 4.13(a), (b), (d), (e) and (f) (relating to strategic plans). Services offered by community agencies in public schools shall be coordinated by and under the general direction of the school entity...*
- (b) Though the variety of student services offered will differ from school to school depending upon its size and the needs of its students, the following categories of services shall be provided by each school entity in planning its student services:*
 - (1) Developmental services for students that address their developmental needs throughout their enrollment in school. Developmental services include guidance counseling, psychological services, health services, home and school visitor services and social work services that support students in addressing their academic, behavioral, health, personal and social development issues ...*
 - (2) (c) Student services must:*
 - (1) Be an integral part of the instructional program at all levels of the school system.*
 - (2) Provide information to students and parents or guardians about educational opportunities of the school's instructional program and how to access these opportunities.*

(3) Provide career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students.

In addition, *Chapter 4 – Academic Standards and Assessment* references the Academic Standards, including Career Education and Work, which address the importance of career planning for all students related to labor market projections and workforce needs.

For complete language for the references above, visit the Pennsylvania School Board of Education website at <http://www.pacode.com/secure/data/022/022toc.html>.

The American School Counselor Association (ASCA) has developed the *ASCA National Model: A Framework for School Counseling Programs* which establishes a structure for effective school counseling programs. The *Pennsylvania Companion Guide: A Framework for School Counseling Programs* facilitates and answers any questions surrounding the relevance of a school counseling program. Use of this tool in planning a comprehensive school counseling program provides evidence that school counseling programs and school counselors are integral members of the school academic team in raising achievement, meeting school goals and preparing Pennsylvania students for college and career success. The Pennsylvania Companion Guide to the ASCA National Model addresses the unique offerings and requirements of school counseling programs in Pennsylvania.

The future of school counseling depends on the successful implementation of comprehensive programs. School counselors must transform their roles and produce evidence of their impact on student success. School counselors are critical to successful efforts to close the achievement gap. School counselors, by virtue of their training and skills, are poised to play key roles in addressing the educational challenges facing Pennsylvania schools.

Counselors should include all five stakeholder groups when developing the comprehensive guidance plan. Representation from all of the groups should be included on the District Advisory Council including:

- Students
- Parents/Guardians
- Educators/Administrators
- Business/Community Members
- Postsecondary Representatives

Build, Implement, Sustain and Evaluate a Comprehensive School-Counseling Program – Step-by-Step

This document addresses the process of building your counseling program one step at a time. Developing a comprehensive and innovative counseling program may seem overwhelming. Working as a team and taking small steps to create observable success is more desirable than trying to implement all of the model components at once. Ensuring that your counseling program becomes institutionalized is critical to success.

Seven principles should be considered to ensure the success of your counseling program.

1. Gain commitment of top administrators
2. Collaborate with faculty to build links between the program and the classroom curriculum
3. Incorporate the program objectives with the schools mission and strategic plan
4. Develop a long range plan for implementation
5. Develop a public relations plan
6. Garner community support by engaging all stakeholders
7. Develop program accountability tools

Tips for Successful Program Development

As you begin your plan:

- Use a team approach – include levels, all counselors, all stakeholders
- Be flexible – be open to new ideas and willing to learn
- Don't reinvent the wheel – adopt and adapt when possible
- Get excited – create a passion for helping students and the system as well

Basic Steps of Program Development

1. Plan – establish leadership and advisory council – gain administrative support – establish what is and what is not working
2. Build the Foundation – analyze school and student data – discuss beliefs about students – determine priorities
3. Design the Delivery System – determine time allotments – develop action plans – develop guidance curriculum – decide which counselors will perform what activities
4. Develop the School Counseling Program – establish budget – ensure preconditions are met for equal access/adequate resources/collaborative efforts – establish administrative support
5. Internalize the School Counseling Program – develop calendars for counselors and events – develop one closing the gap activity
6. Promote the School Counseling Program – develop marketing materials to present to staff, board and other stakeholders – develop web site and other communication tools
7. Monitor Program Results – analyze program data reports – develop evaluation standards and indicators – use results for program decisions
8. Monitor Student Progress – assess student mastery of selected competencies – track program impact on action plan goals – track program impact on school-wide goals such as achievement and attendance
9. Make the Transition – start slowly – celebrate accomplishments – expand leadership base and stakeholder numbers – brainstorm potential obstacles and develop strategies to overcome barriers

Step 1: Analyzing Counselor Use of Time

Each counselor in the district or building should participate in a time/task analysis. The results will provide an insight into your current school counseling program and how much time is being devoted to guidance curriculum, individual planning, responsive services, systems support and non-guidance activities. Additionally, counselors will realize how much time is spent in their various roles. Each counselor should write down all the activities they perform each year and when during the year. Then take a moment to record all activities for at least 30 days. The daily chart along with the yearly activity chart will provide a visual snapshot of how time is being used and what is currently happening in the school and district. Expect resistance. Counselors become possessive of activities they consider “their own” and are fearful they will need to stop doing a particularly favorite activity. This is a team process and all counselors need encouragement to understand the results will be a stronger school counseling program for all students that will help students achieve their academic, career and personal/social goals.

Pennsylvania Companion Guide References

Sample Daily Contact Log in Management section

Template for a time/task analysis in Chapter 5 – Management Toolbox (A sample portion of this tool is shown below)

Sample contact log in Chapter 5 – Management Toolbox (A sample portion of this tool is attached below)

The Time and Task Analysis is used by school counselors to document the time school counselors spend on delivering the curriculum, individual planning, responsive services, and system support. It is also another place that counselors can determine the amount of time they spend in their various roles.

Counselor Time/Task Analysis

Time	Guidance Curriculum	Individual Planning	Responsive Services	Leadership	System Support	Non-Program Activity	Counselor Roles L – Leadership A – Advocates C – Collaborator SS – System Support
7:00-7:30 a.m.							
7:30-8:00 a.m.							
8:00-8:30 a.m.							
Number of Blocks							
Daily Percentage							

The Contact Log is used to document what is being done and when and where it is happening for the counselor. Using the codes is a quick way to keep track of daily activities.

Contact Log

	Date	Name (what)	IR	CS	IC	AR	AC	PCF	HV	CI	Description (when)	G	T	B	D	L	A
1.																	
2.																	
3.																	

IR - In house Referral
 AC - Adult Contact
 AR - Agency Referral

CS - Counseling Services
 PC - Parent Contact
 CI - Crisis Intervention

IC - Individual Counseling
 HV- Home Visit
 D - During School

G - Grade
 B - Before school
 A - After school

T - Teacher
 L - Lunch

Step 2: Completing the Model Audit and Program Review

The Model Audit and Program Review (needs analysis) will help determine your strengths and needs as you develop your program. Your team will take a closer look at the current program in terms of Foundation, Delivery, Management and Accountability.

Pennsylvania Companion Guide Reference

ASCA National Model Audit and ASCA Program Review in Chapter 6 -- Accountability (Sample portions are shown below)

FOUNDATION

I. BELIEFS AND PHILOSOPHY

The philosophy is a set of principles that guides the development, implementation and evaluation of the school-counseling program.

CRITERIA	None	In Progress	Completed	Implemented	N/A
1.1 A statement of philosophy has been written for the school counseling program					
1.2 Indicates an agreed-upon belief system about the ability of every student to achieve					

Program Review (Are you ready for the ASCA Model?): The tool is designed to help you assess your district's readiness to implement the ASCA National Model and to determine what you will need to achieve successful implementation.

Components	Like My District	Somewhat Like My District	Not Like My District	Possible Interventions if Not Like My District
A. Community Support				
The school board recognizes that school counseling is an important component of all students' public education.				
The school board believes school counselors can play an influential role in closing the achievement gap.				

Step 3: Analyzing Program Strengths and Needs

Compare the completed time analysis and audit results. Through visual review and discussion your Current program strengths and needs will emerge. Your goal at this stage is to be honest with your Team. The questions below need to be addressed.

Strength and Need Analysis:

1. What are the current counselor activities and are they appropriate?

2. What are our counselor functions and are they appropriate?

3. What are the current counselor services and are they appropriate?

4. Where are the component strengths?

Foundation		Delivery System		Management		Accountability	

5. Do the activities provide equal access to all stakeholders? Yes, No, Not Sure and Describe.

Students		Staff/Administrators		Parents		Business/Community		Post-Secondary	

6. Is there support for the current school counseling program? Yes, No, Describe.

- Administrative support?
- Adequate budget to support goals?
- Student understanding and support?
- Parental understanding and support?
- Business/Community support?
- Adequate staff to provide a manageable student/counselor ratio?
- Adequate facilities?
- Individual counselors have a working understanding of the standards and competencies and infuse them into their activities?
- Technology is provided to facilitate the needs of counselors and students?
- Counselors are provided with Act 48 professional development opportunities that are counselor specific?

7. Have the state academic standards and the national standards for school counseling been reviewed?

**Pennsylvania Companion Guide Reference
Curriculum Cross-walking Tool in Chapter 3**

Obstacles impeding program development	How will data be used in program development

Compile a written analysis of your program’s strengths and needs. The analysis will help you make your decision on where to start. Remember that addressing all needs at once is impossible. It’s important to take into consideration the priorities of your school in the development of your program. As you develop your program, be sure to remember to collaborate with all stakeholders. They will provide the focus and priorities for your work.

Written Analysis of Strengths and Needs

List 5 Program Strengths	List 5 Program Needs
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Step 4: Establishing the Advisory Council

Pennsylvania Companion Guide Reference
Program Design Tool located in Chapter 5 – Management

A comprehensive K-12 school-counseling program needs the involvement of a district advisory council in order to make a measurable impact on student success. The Advisory Council should be comprised of 8 to 15 people who have a vested interest in the school-counseling program. The advisory council should meet a minimum of twice per year. Districts should also establish advisory councils representing elementary, middle and high school level programs. Communication between these groups will strengthen the comprehensiveness of the K-12 school-counseling program.

The advisory council is a link between the school counseling program and the various groups to be served. Representatives of the advisory councils should reflect the diversity of the school/community and should include the following five stakeholder groups:

- Students
- Parents/guardians
- Educators/Administrators
- Business/Community Members
- Postsecondary Representatives

The Advisory Council:

- Serves in a leadership role to support the mission and goals of the school-counseling program.
- Provides a communication link between the school counseling program and the five stakeholder groups.
- Acts as a resource and support for the school-counseling program.
- Reviews data and provide feedback on the effectiveness of the school counseling program.

As leaders of an effective advisory council, school counselors should:

- Communicate the role of the advisory council to the members
- Establish the goals for the advisory council prior to the selection of its members
- Organize meetings with a goal driven agenda
- Present yearly goals and objectives of the school counseling program to the Advisory Council
- Presents data that addresses program effectiveness
- Analyze data to plan for program improvement program content and delivery

Step 5: Building the Foundation

Pennsylvania Companion Guide References

Sample mission statements in Chapter 3 – Foundation Toolbox

Data types and examples in Chapter 6 – Accountability Toolbox

Developmental Cross-Walk Tool in Chapter 3 – Foundation Toolbox

ASCA national standards and Pennsylvania Career Education and Work Standards in Chapter 3 – Foundation Toolbox

In collaboration with your Advisory Council, read your school district’s Belief and Mission Statements. Write a Belief and Mission Statement for your program that reflects the Belief and Mission Statement of the district. Discuss the questions below and brainstorm:

What are the core beliefs about students?

1. What support can faculty and staff provide the school-counseling program?
2. What are the counselor’s beliefs about a counseling program?
3. What is the mission of the counseling program?
 - Review and analyze district, school and student data to identify achievement gaps, ways in which the school can better meet student needs and increase equity and access. Review the state academic standards, especially the Career Education and Work Standards along with the ASCA National Standards for Students (Competencies and Indicators). Complete the ASCA National Standards for Students. Pennsylvania counselors have the Standards Aligned System (SAS) as their framework for building their own curriculum and supporting the other areas of the school and their curriculums.
 - Identify student standards, competencies and indicators that address the need areas identified through the analysis process. Prioritize your needs based on data and school needs.
 - Identify student standards, competencies and indicators to be addressed at each grade level and through which domain. Pennsylvania counselors will use the ASCA national standards as well as the adopted Pennsylvania Career Education and Work Standards and the proposed Interpersonal Skills Standards to develop their curriculum.
 - Include key administrations and board members in discussions to help foster administrative support.

Step 6: Designing Your Delivery System

Pennsylvania Companion Guide References
Action Plans in Chapter 5 – Management Toolbox
Delivery System tool in Chapter 4 – Delivery Toolbox

A Comprehensive Delivery System must reflect the needs of students, reflect the goals of the school/district and be data driven. Four components of the delivery system need to be considered when planning resources and staffing. These components address the tenets of the Governor’s Commission on College and Career Success. The four components are Guidance Curriculum; Individual Student Planning; Prevention, Intervention and Responsive Services; and System Support.

1. Start with deciding the time allotments for each component.
2. Develop action plans.
3. Identify guidance curriculum to use. The Pennsylvania SAS curriculum framework for the Career Education and Work standards will be used.
4. Decide which counselors will perform which activities.
5. Rally administrative support.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

Samples of activities from two Domains

(This form can be used at the district, school or individual counselor level)

Guidance Curriculum	Prevention, Intervention and Responsive Services	Individual Student Planning	System Support
Provide developmental, comprehensive guidance program content in a systematic way to all students preK-12	Addresses school and student needs	Assists students and parents in development of academic and career plans	Includes program, staff and school support activities and services
Purpose Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation	Purpose Prevention, Intervention and Responsive services to groups and/or individuals	Purpose Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	Purpose Program delivery and support
Academic Effective learning in school and across the life span	Academic Any immediate academic concerns	Academic Facilitation and Interpretation of tests	Academic School counselor professional development

Delivery System Review

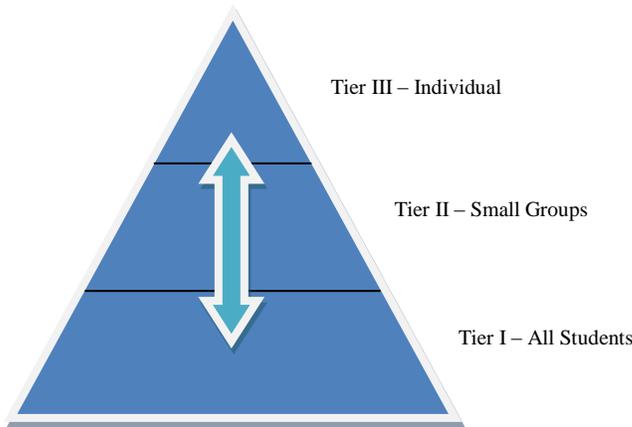
Use these questions as an overview to develop the system.

1. Based on your time/task analysis and the list of activities being completed, how will your team adjust the counseling schedule to meet the time allocations suggested in each area of the delivery system?
2. List the standards and competencies that your team will concentrate on during the next year

3. What professional development activities will be most beneficial to the counselors in your program?
4. What agencies and stakeholders will you collaborate with to meet your department's goals?
5. What curriculum materials will you need to develop and deliver your guidance lessons?

Guidance Curriculum

The guidance curriculum is three tiered. The first tier is what is delivered to all students, the second tier is activities delivered to small groups of students or targeted groups of students and the third tier are counseling activities delivered to individual students. The arrows represent that the guidance curriculum is fluid. This system is data driven and affords access and equity for all students



For every competency taught or result anticipated by counselors there must be a plan of how the school counselor intends to achieve the desired competency or result. Each plan contains all of the components in the sample chart below.

Refer to the Comprehensive School Counseling Program Delivery System Template to be used at the district, school or individual counselor level.

Grade Level	Lesson Content	Domain and Standard	Materials	Start and End dates	Number of Students	Location	Evaluation and Assessment	Contact Person

The Response to Instruction and Intervention Model (RtII) is an intervention strategy that counselors can use in combination with the Standards Aligned System to improve student achievement and support other teachers in identifying students with academic and behavioral difficulties prior to student failure. This is a three-tiered system similar to the Guidance Curriculum Delivery Model. Counselors become integral system support specialists through their involvement on RtII team's at all three levels of RtII intervention.

Individual Planning

The Individual Planning component of the Delivery System requires school counselors to coordinate ongoing activities designed to assist all students in their healthy academic, career, personal and social development. Individual planning provides opportunities for school counselors

and students to work together to plan, monitor and evaluate personal progress. Individual planning is an important tool to help students as they move toward College and Career Readiness. Individual planning is not the same thing as individual counseling. Student planning helps focus students’ academic and career goals. The Career Education and Work Standards feature individual planning in the first strand entitled Career Awareness and Planning. These standards are Pennsylvania-specific and counselors become the *natural champions* of their integration across all academic standards. “All students are required to have an individualized career and post-secondary plan by the end of Grade10”. Addressing all students’ future plans enhances counselor’s role as advocate and collaborators within the system so that all staff become involved with this process.

Prevention, Intervention and Responsive Services

School counselors deliver prevention, intervention, and responsive services to meet the immediate issues affecting students. Prevention, intervention and responsive services are available for all students. They address a full spectrum of issues such as peer pressure, resolving conflict, family relationships, personal identity, substance abuse, stress, motivation and achievement. Prevention and intervention services can be delivered in a direct setting (individual or group), as a workshop or structured curriculum (classroom setting), or in an indirect manner (consultation or outside referral). Responsive services are generally delivered to individual and small groups of students. Pennsylvania counselors are involved in the Student Assistance Programs at all levels. Tiers II & III of the delivery system and RtII are designed for interventions with individual and small groups of students. Pennsylvania has numerous resources for school counselors to enhance responsive services for all students. The Resiliency/Wellness Approach and the Interpersonal and School Climate Standards are important in responsive services for all students.

The table below is a sample of these services in all three domains.

Examples of Prevention, Intervention and Responsive Services

	Prevention	Intervention	Responsive Services
Students served	All students	Referred Students	Students in crisis
Delivery Setting	Classroom Large Group Classroom Workshop	Small Group Individual Consultation	Small Group Individual Consultation Referral
Academic Domain Examples	Elementary: Study Skills Program	High School: CTC Group Advising	Middle School: Test Accommodations
Career Domain Examples	High School Individual Career Plan	Middle School Small group career exploration	Elementary: Career Mentor
Personal/Social Domain Examples	Middle School: Bullying Prevention Program	Elementary: Social Skills Group	High School: SAP Referral

Step 7: Managing Your System

Pennsylvania Companion Guide Reference
Closing the Gap Worksheet and Action Plan in Chapter 5 – Management

The management system provides school counselors with processes and tools to ensure that the school counseling program is organized, concrete, clearly delineated, and reflective of the school's needs. Although a relatively new concept, it is imperative that school counselors serve as managers of their school counseling programs.

Strategies Available for School Counselors to Organize Their Program

- Using data to evaluate interventions and programs, measure outcomes, and monitor student progress. The review of data supports the management system to help school counselors make informed decisions, to identify areas of need, to target interventions and access cost effectiveness. The Standards Aligned System framework is instrumental in this process.
- Setting up an Advisory Council (addressed in step #4).
- Developing Management agreements with administrators.
- Using calendars to manage time.
- Creating curriculum action plans (addressed in step #5).
- Developing closing the gap activities and action plans.

It is important to start with a manageable goal to get started. Remember that school counselors are a part of the academic team? The intervention chosen may be provided in the classroom and the role of the counselor may be to collect and analyze the data. The counselor's role could be one of leadership as the academic team determines the need to be addressed. Once you get your feet wet and begin to see how the use of data drives your program, counselors will begin to choose activities that enhance student learning. The Governors Commission for College and Career Success addresses a need for early intervention programs for students at risk and the RtII intervention model provides strategies to develop and deliver those interventions.

Setting up the School Counseling Program

1. Establish a program budget
2. Ensure that the following pre-conditions are met: equal access; adequate budget/resources; collaborative effort; administrative support; technical support
3. Complete management Agreements

Working the School Counseling Program

1. Develop a master planning calendar
2. Develop Monthly and weekly calendars
3. Implement curriculum activities at each grade level
4. Develop at least one closing the gap activity

Promoting the Program

1. Develop a program brochure
2. Present the program to the school board for approval
3. Present the program to school staff
4. Develop a website or social networking site such as Facebook and LinkedIn

When planning program delivery, the school counselor should assure that academic standards are being addressed. School counselors must also coordinate the delivery of activities with classroom teachers. Conversations with classroom teachers may determine the most appropriate time for delivery and could actually culminate in supporting the academic instruction in the classroom. This process supports the role of school counselors as collaborators.

Step 8: Accountability

Pennsylvania Companion Guide References

Program Results Reports in Chapter 6 – Accountability Toolbox

Job Description in Chapter 6 – Accountability Toolbox

Evaluation Forms in Chapter 6 – Accountability Toolbox

Data examples in Chapter 6 – Accountability

School counselor evaluations in Chapter 6 – Accountability Toolbox

Monitor Program Results

- Revisit the program audit taken in Step #1 to measure your program progress during the previous year. This should become an annual process and it will determine program needs to be continued, improved or eliminated.
- Develop program results reports.
- Assess how the counseling team is working together. This can be completed with discussion or the creation of your own evaluation tool.

Monitor Students' Progress

- Assess impact of the school-counseling program on the selected goals in the action plans using process, perception and results data (Includes Guidance Curriculum Reports and Closing the Gap Reports). The Standards Aligned System will be helpful for counselors to evaluate data to monitor individual student's progress in all academic areas including career maturity.
- Assess the impact of the school-counseling program effectiveness in the areas of attendance, behavior academic achievement and career maturity. (Standards Aligned System, Career Education and Work Standards, Interpersonal Skills and Resiliency Framework)
- Prepare and share the results report with the advisory council, school site, parents and all other stakeholders.

Monitor Counselors Growth and Performance

- Develop and report counselors' professional development activities for the year and report out by the three domains.
- Develop a job description and revisit this annually.
- Develop and use appropriate school counselor evaluation forms.

Three important Areas to be Addressed in Program Accountability

Results Reports – Complete Results Reports ensure that programs are carried out, analyzed for effectiveness, and improved or eliminated when necessary. Results reports help to answer the question “How are students different as a result of their participation in the school counseling program?” When conducting results reports, school counselors work with data to monitor student progress in academic, career, and personal/social development.

- Closing the Gap Results Reports is report that evaluates what discrepancies exist in meeting student's needs and their achievement. When scrutinizing sets of school data, such as course enrollment and standardized test results, attention must be given to disaggregated

results. (Governors Commission #7 – Early Warning System-RTII and #11 Closing the Gap activities.)

- Three types of data are examined to develop a Results Report
 - Process Data – Describes the way a program was conducted and who benefited. “What you did for whom? Process data reports include raw numbers about what services were performed and how many were involved. If this is the only type of data reported it is the least effective because it does not describe how students are different as a result of the program.
 - Perception Data – Measures what others know or are able to demonstrate as a result of their participation in school counseling program activities. They can be collected through pre and post testing, surveys and or needs assessments. This method takes the program further along the continuum of comprehensive accountability.
 - Results Data – It also is referred as outcome data. Results data answer the question, what is the impact? Results data is often linked to school data to demonstrate their positive influence on key areas such as grades, attendance, discipline referral, graduation rates, etc.

School Counselor Evaluations – The school counselor evaluation, different from the teacher evaluation; is a unique document based on School Counselor Competencies and specific yearly goals developed by the school counselor in collaboration with the building administrator. These goals should be aligned with the academic mission and goals of the school. School counselor evaluations should reflect the goals of the counseling program, as well as their actual work activities. The School Counselor Competencies developed by ASCA should be applied when creating an evaluation for school counselors.

Program Audit – A program audit establishes the effectiveness of the entire program. Conducted at least once a year, the program audit is a continuous and systematic method for determining programming that needs to be continued, improved, or eliminated. The program audit provides measurable evidence for how the school counseling program impacts student success. The results of a program audit may be used by school counselors to develop and prioritize annual goals.

At the end of this first year, you will have developed a belief and mission statement; you will have mapped your curriculum and used data to enhance student achievement in one area. You will have continued to identify the strengths of your program. Find time to meet and share your accomplishments and frustrations. Don't forget to celebrate.

Discuss these questions with your counseling team and Advisory Council annually.

Questions to be Addressed Annually	Strategies
1. What are the future goals of the department?	
2. How can counselors continue to use data to drive their programs and support the activities?	
3. Is your curriculum map working? Are the standards being addressed at grade levels actually being addressed?	
4. Is the counseling department making a difference and enhancing academic achievement? How does the data answer this question?	
5. What needs, using student data should be addressed next year? How can the needs be met?	

Rather than attempt to accomplish everything at once, each school counselor should choose one or two areas to focus their efforts and evaluation each year. The system will evolve. A 3-5 year planning/building process is to be expected.

Appendix

Tools from the Pennsylvania Companion Guide of the ASCA National Model can be found at www.pasca-web.org for use in the development of your comprehensive K-12 Guidance and Counseling Plan.

Step 1

Time Task Tool – Chapter 5 – Management

Contact Log – Chapter 5 – Management

Step 2

Program Audit – Chapter 6 – Accountability

Program Review – Chapter 6 – Accountability

Step 4

Advisory Council – Program Design Tool – Chapter 5 – Management

Step 5

Sample Mission Statements – Chapter 3 – Foundation

Types of Data to Examine – Chapter 6 – Accountability

Cross-walking Tool to identify standards, competencies and Indicators that address the need areas identified through the Analysis process (step #3) – Chapter 3 – Foundation

Step 6

Curriculum Action Plans – Chapter 4 – Delivery

Comprehensive School Counseling Template – Chapter 4 – Delivery

Step 7

Closing the Gap Activities Worksheet – Chapter 5 – Management

Calendar Examples for Planning Time – Chapter 5 – Management

Step 8

Results Reports Examples – Chapter 6 – Accountability

Counselor Job Description – Chapter 6 – Accountability

Data Collection samples and disaggregated – Chapter 6 – Accountability

Counselor Evaluation Tool – Chapter 6 – Accountability

Checklist for Building a Comprehensive PreK-12 Counseling Plan

School District _____ School Year 20 _____

Check and Date each item when completed.

- | <u>X</u> | <u>Date</u> | |
|----------|-------------|--|
| _____ | _____ | Time/Task Analysis. |
| _____ | _____ | Daily Contact Log. |
| _____ | _____ | ASCA National Model Audit. |
| _____ | _____ | Program Review (Are You Ready for the ASCA Model?). |
| _____ | _____ | Program Analysis of Strengths and Needs (Compare Time Analysis and Audit Results). |
| _____ | _____ | Establish Advisory Council. |
| _____ | _____ | Write Mission and Belief Statements (Foundation). |
| _____ | _____ | Review district data to identify achievement gaps, ways to better meet student needs and increase equity and access for all. |
| _____ | _____ | Review Pennsylvania Career Education and Work and Interpersonal Skills and national ASCA standards using Developmental Cross-Walking Tool and prioritize needs based on data for local district at each grade level. |
| _____ | _____ | Design Delivery System by Creating Action Plans (Delivery). |
| _____ | _____ | Establish a budget (Management). |
| _____ | _____ | Complete Management Agreements. |
| _____ | _____ | Develop Master Planning Calendar, Monthly and Weekly. |
| _____ | _____ | Promote Program Board/Advisory Presentation, Website, Facebook, Brochures and workshops to faculty and parents. |
| _____ | _____ | Monitor Program Results – Program Results Reports, Closing the Gap Reports, Develop Counselor Job Descriptions and Evaluation Tools and Professional Development Program for Counselors, and Redo Program Audit Yearly (Accountability). |