

Duval County Public Schools

District School Counseling Plan



“Supporting Students into a Brighter Future”

August 2018

DUVAL COUNTY SCHOOL BOARD MEMBERS

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Duval County District School Counseling Plan

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Introduction

Duval County School Board Policy requires that each school develop and deliver a multilayered, accountable, and comprehensive school counseling program in which equity, access, and academic success for all students is the focus. The Florida Department of Education released the revised Florida's School Counseling Framework in 2010 to be used by each district as the standard for developing Pre-K through grade 12 school counseling programs. Beginning in the 2010-2011 school year, the district school counseling staff along with school based school counselors began reviewing the frameworks with the intent to phase in the required components of the frameworks. The **Duval County Comprehensive School Counseling Plan** has been updated to comply with the state requirements and will help define and align the role of the school counselors with Florida's School Counseling Framework; the Vision, Mission and Core Values of the Duval County School Board; and the District Strategic Plan.

Duval County Public Schools Vision and Mission

Vision

Every student is inspired and prepared for success in college or a career, and life.

Mission

To provide educational excellence in every school, in every classroom, for every student, every day.

Core Values

Excellence

We expect the highest standards throughout our organization from the School Board and Superintendent to the student.

Integrity

We foster positive relationships based on mutual respect, transparency, honesty, and the consistent demonstration of actions.

Innovation

We create dynamic systems and processes that solve problems and overcome challenges.

Equity

We promote an environment that ensures equal opportunity, honors differences, and values diversity.

Collaboration

We are a community of individuals who share a collective responsibility to achieve our common mission.

Duval County School Board Policy Manual
CHAPTER 5.00 – STUDENTS
SCHOOL COUNSELING PROGRAM 5.52 (revised 12/08/14)

- A. Each K-12 school shall develop and deliver a multi-layered, accountable, and comprehensive school counseling program in which equity, access, and academic success for all students is the focus.
- B. The comprehensive school counseling programs should be designed to meet the academic, career, and social/emotional needs of every student and provide the following services:
 - 1. individual and small group counseling based on school data such as attendance, behavior referrals, tardiness, state and district assessments, promotion rates, college going rates;
 - 2. reviewing academic data such as report cards, progress reports, academic histories, transcripts and interpreting student evaluations such as academic achievement tests, diagnostic assessments, ACT, SAT, PSAT to identify students in need of remediation and academic assistance;
 - 3. intentional programs and activities for students and parents based on data such as that described above to create a yearly, departmental calendar which addresses school goals, district initiatives, and student data, such as time management, study skills, learning styles, goal setting, career fair, safety net programs;
 - 4. career and postsecondary planning to include rigorous coursework for all grade levels, career awareness, promotion requirements, acceleration mechanisms, 4-year high school plans, graduations requirements, financial aid, scholarships;
 - 5. responsive services through individual/group counseling, peer facilitation, consultation, and referrals to outside agencies including mental health professionals.
- C. No school counselor, attendance assistant, visiting teacher, school psychologist or nurse shall be required to reveal any information given to them in confidence, either by the student or by other persons who are providing information about the student, except as provided by Florida Statutes. Refusal to reveal such information shall not constitute grounds for any disciplinary action against a counselor, visiting teacher, attendance assistant or school psychologist.
- D. At the school level, counselors will coordinate with the principal regarding the procedures for maintenance and transfer of student records.
- E. An annual school counseling report must be submitted to the Commissioner of Education.

LEGISLATED NAME CHANGE

The 2013 Florida Legislature passed House Bill 801, Certified School Counselors. Governor Rick Scott signed the bill on May 30, 2013.

This legislation replaces “guidance counselor” for the term “certified school counselor” to reflect current law requiring persons employed as school counselors to be certified, as set forth in State Board of Education Rule 6A-4.0181, Florida Administrative Code.

This name change reflects evolution in the purpose, content and practices of the school counseling profession in which school counselors provide much more than guidance services. School counselors are certified/licensed educators with the minimum of a master’s degree in school counseling. They are uniquely qualified to address the academic, career and social/emotional developmental needs of all students.

Links to District Strategic Plan

Goal 1: Intentional Focus on Student Achievement and Well-Being

School Counselors:

- equip students and parents with problem-solving and decision-making skills
- assist students and their families in career, secondary and postsecondary planning
- create early awareness that connects academic performance (e.g., doing homework), coming to school on time, and habits as a learner (e.g., being helpful, having a positive attitude, listening and communicating) to getting better grades and attaining grade-level promotion
- provide support, prevention/intervention programs and activities which promote safe and healthy lifestyles
- promote placement of students in challenging educational programs to maximize their academic preparation and prepare them for postsecondary opportunities
- provide academic advising and assist students in planning to ensure students graduate on time with their 4 year cohort
- assist students in benefiting from educational programs through regular school attendance
- assist in the development of conflict management strategies
- promote student awareness of positive interpersonal skills
- promote wellness and healthy lifestyles
- help students improve their academic performance and learning habits (striving for excellence, organization, flexibility, listening and communicating effectively)
- implement procedures to promote students' maximum academic achievement, to maintain consistent attendance, and to reduce the risk of retention
- facilitate home to school, school to school, and school to work and post-secondary transitions
- assist students in developing healthy self-concepts and a sense of responsibility
- empower all students with skills to maximize their learning in school
- assist in the identification of children with special needs

Goal 2: Develop and Retain High Performing Team Members

School Counselors:

- contribute to staff development activities
- consult with teachers to provide appropriate strategies for teaching students from diverse cultural backgrounds and with special needs
- collaborate with staff members on establishing policies and practices, school improvement plans, and facilitating effective communication
- receive support from district school counseling staff to provide targeted professional development and support to comprehensive school counseling programs
- collaborate with other school counselors in the district to build networks, share ideas/interventions, challenges, and work collectively to reach school and district goals
- collaborate across levels with counselors at schools of different levels and within feeder patterns to create coherent and continuous K-12 academic, social/emotional, and college and career readiness programs that align elementary, middle and high school initiatives so students' planning is coherent and continuous

Goal 3: Sustain Engagement of Parents, Caregivers, and Community

School Counselors:

- provide programs to parents based on identified school needs
- serve as liaison to community services and support school initiatives
- assist stakeholders in interpreting and understanding individual test and school data
- equip students and parents with problem-solving and decision-making skills
- foster respect and appreciation for individual and cultural differences
- promote the participation of families in the educational process for both career and academic planning
- create outreach efforts to ensure that parents and families are aware of their roles in assisting their children in academic planning and early awareness in college and career exploration

Goal 4: Ensure Effective, Equitable, and Efficient Use of Resources

School Counselors:

- provide opportunities for growth in study skills, test taking skills, and organizational skills
- assist with equitable dissemination of academic, school and community programs
- work with outside agencies to promote and support the goals of the School Improvement Plan and the School Counseling Plan
- facilitate access to school and community resources

Foundation of the School Counseling Program

The foundation of a school counseling program defines the program's mission and purpose. It is based on what all students should know, understand, and be able to do as a result of a successful, effective school counseling program.

BELIEFS are personal and individual and are derived from our backgrounds and experiences. Our beliefs about students, families, teachers, the community, and the educational process are crucial in supporting student success.

The **VISION STATEMENT** communicates what the school counselor wants to see in the future for the school community related to student achievement and other student outcomes. It aligns with the vision of the school and district.

The **MISSION STATEMENT** defines the purpose of the program. It represents the immediate and long-range impact, and is unique to each school and community. It should be tied to the school's vision, mission and school improvement goals.

Duval County School Counseling Services Beliefs, Vision, and Mission

Beliefs

All students:

- have dignity and worth
- have the ability to achieve to their full potential
- have the right to participate in the school counseling program
- ethnic, cultural, and racial differences and special needs are considered in the planning and implementation of the school counseling program
- have access to a full time, state certified master's degree level school counselor

The school counseling program:

- is consistent with expected developmental stages of learning
- is based on school data and evaluated by the school counselors stated goals and related student competencies
- is managed and delivered by school counselors
- utilizes the many combined resources of the community

School counselors:

- are advocates for each student and for the school counseling program
- manage and evaluate their programs on a regular basis
- abide by the American School Counselor Association's (ASCA's) [Ethical Standards for School Counselors](#)

Vision Statement

Every student is inspired and prepared for success in college or a career, and life.

Mission Statement

It is the mission of Duval County school counselors to deliver a multi-layered, comprehensive, and accountable school counseling program in which equity, access, and academic success for ALL students is the focus.

A **STANDARDS-BASED SCHOOL COUNSELING PROGRAM** emphasizes what students should learn as a result of participating in the school counseling program. The standards define the program and add value, and stakeholders understand the intent of the program. Each domain includes standards and competencies that reflect state legislation, The American School Counselor Association ([ASCA](#)) [Mindsets and Behaviors for Student Success K-12](#), the National Career Development Guidelines, and applicable state standards. Counselors should review standards and competencies to determine which best attend to the needs of the students in their schools. This should reflect the priorities established by the School Improvement Team, the school counseling advisory council, and

school data. The school counselors develop **MEASURABLE GOALS** based on these identified needs. The curriculum is delivered through structured activities, strategies, or units presented systematically through classrooms, groups, or school-wide events. School counselors can present information to students, team with teachers, or support teachers with materials and classroom activities to provide access to the standards and competencies.

School counselors work with other educators to ensure student success. They address students' emotional needs and design approaches to help students chart a course for their lives and careers beyond school. Counselors may work from a separate office, or they may take their program into classrooms for sessions with entire classes. Most counselors combine the two settings, selecting the approach that is appropriate to the school's schedule and student needs. **As such, school counselors create a schedule of classroom visits and are not to be included on the school's resource schedule.** Counselors are advocates for the appropriate level of instruction for students, and they engage in interventions designed to support student growth and the achievement of goals. These interventions are accomplished with students individually as well as in small group and whole class settings, and consist of both proactive and responsive services.

Proactive school counseling services are often referred to as developmental counseling, in which counselors offer a curriculum of classroom presentations based upon the known developmental needs of children of the particular age group. Responsive services, on the other hand, emerge from issues that appear either in individual students (such as school phobia) or within the school culture as a whole (for example, when a member of a class dies suddenly).

The role of counselors at the secondary level is quite different from that at the elementary level. With young children, the emphasis is on ensuring appropriate instruction and helping all students acquire communication skills, healthy self-images, and appropriate relationships with their peers. At the secondary level, the counselor's responsibilities typically shift to more individual postsecondary planning, helping students determine their strengths and optimal course of action.

School counselors work at several levels of responsibility, serving as a resource to individual students, teachers, parents and guardians, and the school as a whole. They counsel individual students regarding such matters as excessive tardiness or behavior problems and help them design an appropriate academic program. They may also collaborate with teachers to present curriculum-based counseling lessons or to offer advice on behavior management or study hall procedures. School counselors regularly confer with parents about any number of issues that affect student learning, typically including issues related to behavior and emotions. In addition, the counselor might work at the school level, interpreting cognitive, aptitude, and achievement tests; interpreting student records; and assisting the school principal and leadership team in identifying and resolving student needs, issues, and problems.

Adapted from Danielson, C. (2007). Enhancing professional practice: A framework for teaching, 2nd edition. Alexandria, VA. Association for Supervision and Curriculum Development.

The following standards and competencies represent expectations for students as a result of participation in the school counseling program.

**Florida's School Counseling Framework
Scope and Sequence of School Counseling Program
Grades PK-12 Standards and Competencies**

ACADEMIC DEVELOPMENT	
STANDARD 1: Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning.	
Competencies	1.1 Improve academic self-concept 1.2 Develop the skills and attitudes for improving effectiveness as a learner
STANDARD 2: Students will acquire the academic preparation necessary to choose from a wide variety of educational, training, and employment options upon completion of secondary school.	
Competencies	2.1 Manage an educational and career plan to achieve goals 2.2 Understand the opportunities available and know how to access an array of postsecondary options, e.g., career and technical pathways, the military, two-year community college, four-year state college or university, certificate programs, apprenticeships, on-the-job training, and work
CAREER DEVELOPMENT	
STANDARD 3: Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions.	
Competencies	3.1 Develop self-knowledge through experience and exploration 3.2 Understand self in the world of work 3.3 Understand the relationship between work, society, and the economy
STANDARD 4: Students will use strategies for career and education planning.	
Competencies	4.1 Learn to analyze factors that impact career decision-making and education career plans 4.2 Develop skills to locate, evaluate, and interpret career information 4.3 Experience the world of work
PERSONAL AND SOCIAL DEVELOPMENT	
STANDARD 5: Students will develop the skills to understand and appreciate themselves and others.	
Competencies	5.1 Acquire self-awareness and self-acceptance 5.2 Demonstrate positive interpersonal and communication skills 5.3 Demonstrate skills for personal safety and self-care
STANDARD 6: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.	
Competencies	6.1 Acquire skills for goal setting, decision making, and problem solving 6.2 Demonstrate the ability to use skills for goal setting, decision making, and problem solving
STANDARD 7: Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global economy.	
Competencies	7.1 Develop and volunteer in community services projects 7.2 Demonstrate acceptance and respect for cultural and ethnic diversity

<http://www.fldoe.org/core/fileparse.php/7690/urlt/0070167-finalcounselframework2010.pdf>

**The ASCA Mindsets & Behaviors for Student Success:
K-12 College- and Career-Readiness Standards for Every Student**

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being 2. Self-confidence in ability to succeed 3. Sense of belonging in the school environment 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

<http://schoolcounselor.org/school-counselors-members/about-asca/mindsets-behaviors>

School Counseling Program Management System

Planning and management strategies must be in place that establish, maintain, and enhance the total school counseling program. The management system addresses the following:

- who will implement the program
- a calendar of when activities are planned and implemented
- why certain activities are planned (use of data)

The school counseling staff provide and manage the school counseling program. School counseling services are delivered as part of a team approach that requires the involvement of all school staff. However, school counselors provide direct services to students and are responsible for overall program direction and content. The **ANNUAL SCHOOL COUNSELOR/ADMINISTRATOR AGREEMENT** is accomplished in consultation with the principal or administrator and ensures the effective implementation of the delivery system to meet students' needs. See Appendix A, B and C for detailed descriptions of counselor responsibilities by level.

The **SCHOOL COUNSELING ADVISORY COUNCIL** is a representative group selected to review program results and to make recommendations. Membership should include representative stakeholders, parents or guardians, teachers, counselors, administrators, school board members, and business and community leaders. The advisory council should meet at least twice each year. The first meeting should include the purpose and goals of the council along with information, reports, and other data related to the school counseling program. Future agendas will evolve from this initial meeting. The primary purposes of the advisory council are to provide support, offer advice, review present activities, and encourage new activities to meet the goals of the school counseling program.

Counselors' **USE OF TIME** should support the expectation that they spend **80 percent of their time providing direct services to students, staff, and families**, and the remainder is spent on program management. The following percentages of time serve as a guide for school counselors and administrators when determining the time their program needs to spend in each of the components. The time percentages are designed to be programmatic, not counselor specific. Counselors are encouraged to allot times based on program priorities and needs.

	Planned Use		Recommended
Direct Services to Students	Delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80% or more
	Individual student planning	Assists students in the development of educational, career, and personal plans	
	Responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	Referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	Foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20% or less

CALENDARS serve as an essential tool in planning and implementing the school counseling program. By posting calendars, all stakeholders are aware of when and where activities are scheduled. Calendars allocate time for data analysis, program evaluation, identify standards/competencies that will be addressed, establish system priorities, and increase communication within the school and home about schedules and program activities.

School Counseling Program Delivery System

The delivery system addresses how the school counseling program will be implemented. This section describes the activities, interactions, and areas in which school counselors work to deliver the program through direct and indirect services.

DIRECT SERVICES

Direct services are in-person interactions between school counselors and students. Through the direct services components: the school counseling core curriculum, individual student planning, and responsive services, school counselors help students develop the knowledge, attitudes, and skills identified from the school counseling standards.

SCHOOL COUNSELING CORE CURRICULUM:

The purpose of the school counseling curriculum is to provide all students the knowledge and skills appropriate for their developmental level. Lesson plans should be designed to assist students in achieving specific competencies and should be presented systematically through classroom and group activities. The scope and sequence of the curriculum may include units delivered through other classroom subjects (e.g., personal safety is taught through the health curriculum). School counselors can teach, team with teachers, or support teachers with materials and classroom activities to provide access to the standards and competencies. Counselors also conduct workshops and informational sessions with parents to address the needs of the school community and to reflect the school counseling curriculum.

INDIVIDUAL STUDENT PLANNING:

Self-concept development, interpersonal relationship skills development, decision making, skill building, and beginning awareness of careers are examples of topics that can be addressed at the **ELEMENTARY SCHOOL** level to prepare students for career and education planning in middle and high school, where these same topics are reinforced.

Students move from an awareness level to understanding and application of the above topics at the **MIDDLE SCHOOL** level. Students are assessed on their interests and abilities and understand that their attributes may change as they age and gain more knowledge and experiences. Students are required to take a career and education planning course in 8th grade as a promotion requirement (1003.4156, Florida Statutes). In Duval County, these activities are provided through the 8th grade U.S. History and Career class. They complete their interest assessment and career exploration in Kuder Navigator and develop their 4 year academic plan. Counselors collaborate with the instructor of this class to assist students in the process of career planning, decision making, and developing their 4 year academic plan.

HIGH SCHOOL provides opportunities for consultation with students and their parents/guardians that supports student planning by emphasizing the development and use of career decision making, goal setting, and planning skills. School counselors use current information to advise students in planning academic, career, and social/emotional goals. Topics may include promotion and retention information, annual course selection, job shadowing, financial aid, credit recovery and course recovery opportunities, credit checks, and academic skills support.

RESPONSIVE SERVICES:

Responsive services consist of activities such as counseling and crisis response, designed to meet students' immediate needs and concerns in order to intervene on behalf of those students whose problems put their continued academic, career, and/or social/emotional development at risk. The school counselor may intervene with students who are unable to cope with a situation, who are on the brink of choosing unhealthy or inappropriate solutions, or who have already made unwise choices.

Counselors refer parents/guardians to community services for long-term counseling needs and to deal with crises such as suicide, violence, abuse, and terminal illness. These community services may include mental health counseling, juvenile services, and social services.

INDIRECT SERVICES

Indirect services are provided on behalf of students as a result of the school counselor's interaction with others. School counselors may interact with parents, teachers, administrators, school staff, and community stakeholders. They gather and share information about student development issues, problems, and successes within the guidelines of [ASCA's Ethical Standards for School Counselors](#) (ASCA, 2016).

REFERRALS: School counselors direct parents and students to school or community resources for additional assistance or information.

CONSULTATION: School counselors share strategies that support student achievement with parents, teachers, other educators, and community organizations, advocating for academic, career, and social/emotional development of students, as well as to receive information on student needs and to identify strategies to assist students.

COLLABORATION: School counselors collaborate with other educators, parents, and the community through teaming and partnering, participation on school and district committees, and through parent workshops.

PROGRAM PLANNING AND SCHOOL SUPPORT:

School counselors utilize management activities that establish, maintain, and enhance the school counseling program. These activities include program evaluation, school and community orientation to the school counseling program, public relations, professional development activities, community outreach and planning, and other management tasks that support the program. In addition, school counselors provide support to programs other than counseling, such as serving on school- or district-based committees, and consulting with administrators regarding student needs.

School counselors are involved in **PROFESSIONAL DEVELOPMENT** to update and share their professional knowledge and skills. They maintain and improve their level of competence and share their best practices by participating in professional learning communities and professional association/organization membership.

Through **COMMUNITY OUTREACH**, counselors become knowledgeable about community resources, referral agencies, and local employment opportunities, in order to provide up-to-date information to constituents.

PROGRAM MANAGEMENT and OPERATIONS includes the planning and management tasks needed to support activities conducted in the school counseling program. It also includes responsibilities that need to be fulfilled as a member of the school staff. **DATA ANALYSIS** allows the counselor to conduct action research, evaluate the counseling program, and discover gaps that exist in services and/or between groups of students.

School Counseling Program Accountability

Increasingly, schools are challenged to demonstrate the effectiveness of the school counseling program in measurable terms. School counselors implement data-driven school counseling programs using accountability strategies to monitor student achievement, to continually evaluate and improve their school counseling program, and to demonstrate the impact their program is having on students. The DCPS counselor evaluation system is based on these accountability measures. School counselors must answer the question, “How are students positively impacted as a result of the school counseling program?”

No Child Left Behind (NCLB) has raised the bar on accountability for everyone, including school counselors. NCLB is based on the premise that every child can learn and that public school systems must educate ALL children, not just a portion. A primary focus of accountability is to close the achievement gap between minority and non-minority students. To achieve its goals, NCLB works according to the following four common-sense actions and principles:

- Holding schools accountable for results
- Giving states and districts flexibility in how they spend federal money
- Using scientific research to guide classroom practice
- Involving parents or guardians by giving them information and choices about their children’s education

In addition, the 2004 Florida Legislature passed section 1006.025, Florida Statutes, Guidance Services, which requires school districts to have a school counseling plan and to report to the Commissioner of Education annually. Each school district submits an annual district guidance report. School counselors also share the responsibility to remove barriers that impede learning and involve all critical players in a school setting to help make that happen. School counselors must collect and use data that supports and links the school counseling programs to students’ academic success.

Appendix A

Elementary School Counselors

Elementary School Counselor Responsibilities

SCHOOL COUNSELING PROGRAM (NON-NEGOTIABLES)

School Counseling Program Development and Office Set Up

- Review district goals, School Improvement Plan, and other relevant data to help develop the focus of the School Counseling Program
- Develop comprehensive school counseling goals
- Meet with supervising administrator to review Annual School Counselor/Administrator Agreement and submit copies to the District School Counseling office
- Coordinate a School Counseling Advisory Council to meet at least two times per year
- Post weekly calendar and share with administration and stakeholders
- Organize and update resource materials related to career, academic and social/emotional advising for stakeholder access - statewide assessment testing, middle school readiness, upcoming events, school and community resources, career fairs
- Maintain a setting that allows for confidentiality of student and parent concerns
- Collaborate with clerical staff to oversee the maintenance of student records
- Advertise school and community resources
- Provide school counseling information via at least one of the following: school newsletter, bulletin board, blog, and/or website
- Present comprehensive school counseling program and services to stakeholders (i.e. brochure, blog, website, flyer, bulletin board, open house, school television advertisement)
- Provide means for parents, teachers, and students to request services (i.e. goal setting, academic support, behavioral interventions, consultation and referrals to outside agencies)

School Counseling Program Evaluation

- Quarterly review of school counseling program/activities and alignment with master calendar, making adjustments as necessary
- Mid-year review of program goals and monitoring of progress
- Gather stakeholder input using evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires
- Analyze data to monitor student progress, guide program direction and make informed decisions concerning individual students, groups and whole school. Data elements may include grades, attendance, promotion/retention rates, discipline referrals and student career/academic planning.

Communications

- Maintain ongoing communication in person, by phone, and/or via email with students, parents, teachers, administrators, SAC, PTA, case managers, Guardian Ad Litem volunteers, therapists, interventionists, various agency staff and district staff in support of the whole student.

Delivery System

School Counseling Core Curriculum - Should be tailored to grade level, differentiated for individual students, and specific to school needs, including but not be limited to: Child Safety Matters, test-taking strategies, character education, bullying prevention, health and hygiene, career awareness and development, study skills, drug awareness and prevention, conflict resolution, social/emotional learning, self-management, academic skills, goal setting, communication skills, social skills, violence prevention. Curriculum can be introduced to students in classroom, small group or individual settings.

- Provide means for teachers to sign up for classroom lessons

- Lessons taught by school counselor,, by teaming with teachers, or supporting teachers with materials and classroom activities to provide access to counseling standards/competencies
- May include workshops and informational sessions with parents to address needs and reflect the school counseling curriculum

Student Academic Planning & Advising

Registration

- Work with clerical staff to oversee requests for official records (often from multiple schools)
- Work with staff to review incoming records, verify grade level placement, and locate delinquent records
- Review documentation related to IEPs, 504 Plans, Hospital Homebound, foster placements, custody documents and court orders, surrogate parents, home school portfolios
- Communicate relevant information to receiving teacher(s) and administration (as needed)
- Help establish procedures for orienting new students and families

Withdrawals

- Collaborate with clerical staff to oversee transfer of records to new school (RTI, MRT, Gifted, 504, ESE, AIT, etc.)
- Assist in collecting documentation of activities that are in process (RTI, MRT, AIT, counseling, etc.)

Academic Advising

- Quarterly review of report cards, attendance issues, tardies, failing grades
- Attend and facilitate parent conferences, when appropriate
- Respond to parent concerns in person, by phone, or via email
- Recommend school and community academic resources
- Provide academic/attendance information to parents
- Provide information to appropriate outside agencies, e.g. DCF, Full Service Schools, mentors, Social Security office
- Assist with requests for acceleration via ACCEL options
- Provide information about Duke TIP to eligible students and their parents
- Enrollment approval of FLVS classes – verify eligibility, communicate with parent and FLVS staff, facilitating grade posting to permanent record, advise on scheduling courses as needed
- Assist with mid-year promotion of eligible third grade students and identification of students eligible for good cause exemption

Alternative Programs

Be familiar with resources and programs available within the school and the district, including: options available through the School Choice Department, Exceptional Education, Home Education, Teen Parent Program, Hospital Homebound, Duval Virtual Instructional Academy, Bridge to Success, ACCEL options, GRASP Academy, and Oak Hill Academy.

Transition Activities (Elementary to Middle)

- Deliver classroom curriculum on career awareness
- Classroom, small group and individual advising on how assessment results impact middle school schedules and access to acceleration programs
- Coordinate career fairs and career presentations
- Inform parents and students about School Choice and Magnet options for middle school
- Coordinate and/or assist with elementary to middle school transition activities
- Cross-level teaming with feeder school staff

Gifted Referrals (Subject to change as roles and responsibilities of EESS staff are determined)

- Share information about characteristics of gifted students with teachers.

- Solicit referrals for screening from teachers and other stakeholders paying particular attention to underrepresented student groups.
- Review records of students referred to determine appropriate referral process
- Communicate with parents throughout the process
- Acquire necessary consent forms
- Administer and score gifted screening assessment
- Coordinate referrals to school psychologist
- Manage documentation
- Set up EDT meetings
- Coordinate with teacher of gifted to write EP for staffing
- Manage placement of gifted students transferring from out-of-county

Responsive Services

- Develop the process for scheduling individual and group counseling services
- Counsel individual students or small groups with their personal concerns
- Develop an effective referral and follow-up process for school counseling services
- Provide follow up counseling for bullying referrals as requested by administrator
- Assist in managing crisis response when District Crisis Team is called
- Collaborate with staff to follow up on abuse reports

Consultation, Collaboration, Teaming, Community Outreach

- Consult with students' families, teachers, educational support staff, and community agencies regarding strategies to help students
- Facilitate faculty and staff training on A.L.E.R.T. Guide (**Assess, Learn, Evaluate, Respond, Timely!**)
- Provide community resource information to assist students and families regarding: Full Service Schools, Gateway Community Services, Mental Health Resource Center, Youth Crisis Center, Family Link Counseling, Project Prepare, Florida KidCare, Victim's Services, Women's Center, Ronald McDonald Health Van, Public Health Dept. Dental Van, Vision Referrals, School Nurse, Teen Parents, Dignity U Wear, Military One Source, Duke TIP, PFLAG, and JASMYN.
- Collaborate with Department of Juvenile Justice program staff
- Be knowledgeable of local, state, and national professional organizations
- Collaborate with staff of various district departments and respond to requests from district staff to attend focus groups, meetings, etc.
- Participate on leadership teams (Shared Decision Making, etc.)
- Participate on SAC, PTSA, district and community advisory committees
- Work with clerical staff to verify SSI information and requests for records for this process
- Supervise school counseling interns when eligible
- Coordinate presentations at various parent events pertaining to school counseling topics (i.e. school counseling program, conducting parent – teacher conferences, promotional requirements, test taking and study skills, ACCEL options, transitioning to Middle school)
- Assist with opening of school orientation programs and activities

System Support

Professional Development

- Mandatory attendance at Annual School Counseling Programs and Policies Update and quarterly school counselor workgroups
- Attend professional development offered by district as well as state and national organizations to stay current on legislation and compliance, and to meet program goals

Program Management and Operations

- Create master calendar of school counseling program activities

- Post weekly school counseling calendar and share with administration
- Organize and update resource materials for stakeholder access
- Quarterly review of school counseling program/activities and alignment with master calendar, making adjustments as necessary
- Mid-year review of program goals and monitoring of progress
- Gather stakeholder input using evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires
- Analyze data by reviewing elements such as grades, attendance, promotion/retention rates, to guide program direction and emphasis
- Participate in fair share duties as a member of the school staff
- Create and maintain school counseling website or blog, as appropriate

COMPLIANCE RESPONSIBILITIES THAT MAY BE DESIGNATED BY PRINCIPAL (NEGOTIABLE):

NOTE: Counselors should spend **80 percent** of their time providing direct services to students, staff, and families.

Provisional Placement (Grade 1)

- Coordinate with teachers and CRT Operator to identify students
- Review private school records and verify DOB
- Notify parents of Student Progression Plan procedures
- Evaluate assessment results, determine if eligibility criteria is met, and notify parents
- Coordinate any change in grade level at school and with the school assigned systems analyst

Provisional Placement of Home School Students

- Review records and notify parent of provisional status
- Review assessment data and communicate findings to administrative team, teachers, student, and parents
- Collaborate with administration to make grade level recommendation

ESE (Subject to change as roles and responsibilities of EESS staff are determined)

- MRT Facilitator
- Act as LEA for IEP meetings
- Serve on SMART Team
- Assist in identifying students with special needs/accommodations for teachers
- Collaborate in FBA/BIP development and review outcomes
- Collaborate with staff to verify necessary data for FTE/troubleshoot discrepancy report information

ESOL

May serve as school ESOL contact, which includes:

- Review ESOL records and student needs, meet with teachers regarding student status, test accommodations, documentation required
- Maintain red folder information and complete annual evaluations
- Communicate with parents of ELL students
- Monitor exited students for two years
- Coordinate summer school information for ELL students
- Monitor report card grades of ELL students
- Utilization of TRANSACT
- Arrange for an interpreter as needed

Section 504 Plans (Subject to change as roles and responsibilities of EESS staff are determined)

- Coordinate and participate with teacher, school psychologist and parents in 504 meetings to determine eligibility and accommodations for potential 504 plan students
- Verify all 504 plan students at the beginning of school
- Notify teachers of students with 504 plan and provide a copy of the plan
- Facilitate renewal of 504 plan before October 1 each year
- Assist in developing temporary 504 plans and managing transfer students with 504 plans
- Assure cumulative folder, parents, administration and teachers all have copies of most recent plan
- Facilitate updates on SEAS

Attendance

- Assist with coordination Attendance Intervention Team process
- Assist with the identification and monitoring of students with attendance problems
- Assist with parent contract to improve attendance

RTI (Subject to change as roles and responsibilities of EESS staff are determined)

- Participate in RTI process as a team member and/or facilitator
- Assist teachers in providing tier 2 and 3 behavior interventions
- Assist teachers with data collection, intervention, progress monitoring, graphing
- Observe students and coordinate additional observations as needed
- Manage/monitor documentation
- Attend trainings to update knowledge and changes to state guidelines
- Collaborate with school psychologist, and school administration to provide in-service training for faculty on RTI

Elementary School Counseling Calendar

School _____ Counselor _____ Year _____

Comprehensive Elementary School Counseling Program Elements	Next Steps/Person Responsible
1st Quarter Ongoing	
Plan activities consistent with Florida's School Counseling Framework and ASCA National Model.	
Plan activities consistent with district policies, procedures, program standards, and district and school improvement plans that promote increased student achievement.	
Post individual, weekly counselor calendars outside office door.	
Participate in professional development workshops, school counselor professional learning communities, school-based PLCs, and share information with appropriate administration, faculty, staff, students and parents.	
Assist in checking student records to include 1) verifying grade level and placement in appropriate programs/classes, 2) reviewing quarterly report cards for at-risk students, and 3) assuring access to school and community resources for students with failing grades.	
Conduct parent/teacher conferences as needed and assist parents/guardians with referrals to outside agencies.	
Identify students for gifted screening through teacher referrals, parent referrals, and record reviews.	
Present information about comprehensive school counseling program and services to stakeholders (brochure, blog, website, flyer, bulletin board, open house)	
Collaborate with administration, staff, and parent organizations on parent education programs on topics such as transitions, developmental expectations, test taking strategies, bullying, etc.	
Analyze data to monitor student progress, program direction and make informed decisions concerning individual students, groups and whole school.	
Evidence of accurate record keeping.	
As designated (Negotiable)	
May serve as Principal Designee when appropriate [may include Section 504, Multidisciplinary Team (MT), Attendance Intervention Team (AIT), ESOL, LEA, etc.]	
Serve on school Response to Intervention Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
Assist in registration and placement of new students with special needs, particularly ESE, ESOL, and 504 students, and inform teacher(s) of student's status.	
1st Quarter	
Conduct first School Counseling Advisory Council meeting.	
Utilize data to plan yearly comprehensive school counseling program; make sure to include student, parent and staff needs.	
Provide orientation to school counseling program through classroom visits.	
Identify over-age students and work to develop student success strategies. Advertise school and community resources for struggling students, and assist with Bridge to Success program referrals and placement.	
Present information on comprehensive school counseling program and services to faculty and staff, including A.L.E.R.T. Guide and procedures.	
Set up classroom lessons based on school mission/goals, needs assessment, and data analysis: test-taking, study skills, time management, organizational skills, behavior, attendance, learning styles, conflict resolution, and character education. Schedule special topics such as "Child Safety Matters".	
Identify student groups for early intervention through needs assessment and analysis of school-wide data: statewide assessment Level 1 and Level 2 "bubble" students, retainees, attendance and/or discipline issues. Provide counseling services through small groups, behavior contracts, referrals, etc.	
Develop 3 comprehensive counseling program goals and action plans (one of which is the IPDP goal)	

Determine activities/programs for Jax Goes to College Week.	
As designated (Negotiable)	
Complete the process to determine if new first grade students who attended private K are eligible to stay in first grade (within first 20 days of enrollment).	
Complete the process to determine if new students who attended private Kindergarten but do not meet age requirement for public first grade are eligible to receive first grade instruction (within first 20 days of enrollment).	
Update 504 plans.	
Technology: Set up School counseling web page; create distribution lists for all teachers, teachers by grade level, resource teachers, etc.	
1st Quarter Required Artifacts	
Annual Master School Counseling Program calendar	
Signed Annual Principal/School Counselor Agreement	
Schedule of classroom visits and lesson plans, including record of students in attendance	
Agenda and minutes from first School Counseling Advisory Council	
Data utilized to determine program goals: previous school year information (attendance, discipline referrals, retentions, etc.), needs assessment results	
Completed IPDP	
Sign in sheet and confirmation letter for A.L.E.R.T. training	
Evidence of accurate recordkeeping, including Duke Tip eligibility, gifted screening log, meeting agendas and notes, documentation of provisional first grade process, detailed weekly calendars of actual time and tasks, parent contact log, etc.	
Documentation of activities to engage and support parents	

Comprehensive Elementary School Counseling Program Elements – 2nd Quarter	Next Steps/Person Responsible
2nd Quarter Ongoing	
Plan activities consistent with Florida’s School Counseling Framework and ASCA National Model.	
Plans activities consistent with district policies, procedures, program standards, and district and school improvement plans that promote increased student achievement.	
Post individual weekly counselor calendar outside each office door.	
Participate in professional development workshops and school counselor professional learning communities, and share this information with appropriate administration, faculty, staff and with students and parents.	
Assist in checking student records to include 1) verifying grade level and placement in appropriate programs/classes, 2) reviewing quarterly report cards for at-risk students, and 3) assuring access to school and community resources for students with failing grades.	
Conduct parent/teacher conferences as needed and assist parents/guardians with referrals to outside agencies.	
Continue school counseling program as scheduled, specifically classroom lessons on test-taking and study skills, time management, learning styles, and organizational skills.	
Analyze data to monitor student progress, program direction and make informed decisions concerning individual students, groups and whole school.	
Evidence of accurate record keeping.	
As designated (Negotiable)	
May serve as Principal Designee [may include Section 504, Multidisciplinary Team (MT), Attendance Intervention Team (AIT), ESOL, LEA, etc.].	
Serve on school Response to Intervention Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
Identify students for gifted screening through teacher referrals, parent referrals, and record reviews.	
Assist in registration and placement of new students with special needs, particularly ESE, ESOL, and 504 students, and inform teacher(s) of student’s status.	
Use technology for monitoring student progress, attendance, student career/academic planning, acquiring and accessing data needed to inform decision making of individual students and whole school.	
2nd Quarter	Next Steps/Person Responsible
Advertise School Choice Expo to students and parents.	
Evaluate school-wide data to determine incident rate of referrals, attendance, failing grades, tardies. Set up programs for students, parents and teachers.	
Based on first quarter report card grades, meet with teachers, identify students for interventions, conference with parents, and inform of school and community resources.	
Notify parents of students eligible for Duke University Talent Identification Program (TIP).	
Assist in third grade mid-year promotion process.	
2nd Quarter Required Artifacts	
Evidence of accurate recordkeeping, including Duke Tip eligibility, gifted screening log, meeting agendas and notes, detailed weekly calendars of actual time and tasks, parent contact log, etc.	
Schedule of classroom visits and lesson plans, including record of students in attendance	
Evidence of progress monitoring of program goals	
Documentation of activities to engage and support parents	

Comprehensive Elementary School Counseling Program Elements – 3rd Quarter	Next Steps/Person Responsible
3rd Quarter Ongoing	
Plan activities consistent with Florida’s School Counseling Framework and ASCA National Model.	
Plan activities consistent with district policies, procedures, program standards, and district and school improvement plans that promote increased student achievement.	
Individual, weekly counselor calendars posted outside each office door. Calendars should be updated weekly.	
Participate in professional development workshops and school counselor professional learning communities, and share this information with appropriate administration, faculty, staff and with students and parents.	
Assist in checking student records to include 1) verifying grade level and placement in appropriate programs/classes, 2) reviewing quarterly report cards for at-risk students, and 3) assuring access to school and community resources for students with failing grades.	
Conduct parent/teacher conferences as needed and assist parents/guardians with referrals to outside agencies.	
Continue school counseling program as scheduled, specifically small groups for identified at-risk students due to attendance, discipline problems, level 1 on statewide assessment, etc.	
Analyze data to monitor student progress, program direction and make informed decisions concerning individual students, groups and whole school.	
Evidence of accurate record keeping.	
As designated (Negotiable)	
May serve as Principal Designee [may include Section 504, Multidisciplinary Team (MT), Attendance Intervention Team (AIT), ESOL, LEA, etc.].	
Serve on school Response to Intervention Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
Identify students for gifted screening through teacher referrals, parent referrals, and record reviews.	
Assist in registration and placement of new students with special needs, particularly ESE, ESOL, and 504 students, and inform teacher(s) of student’s status.	
3rd Quarter	
Based on second quarter report card grades, meet with teachers, identify students for interventions, conference with parents, and inform of school and community resources.	
Conduct mid-year review of program goals and progress	
Work with 5 th grade teachers to schedule career lessons.	
Begin planning transition (orientation and registration) of 5 th grade students for the sixth grade. Work with school counselors at feeder middle school(s) to schedule information sessions for students/parents.	
Develop a needs assessment/survey and use evaluation results to inform and plan for future program delivery, including mid-year review of program goals and progress.	
3rd Quarter Required Artifacts	
Evidence of accurate recordkeeping, including Duke Tip eligibility, gifted screening log, meeting agendas and notes, detailed weekly calendars of actual time and tasks, parent contact log, etc.	
Schedule of classroom visits and lesson plans, including record of students in attendance	
Evidence of progress monitoring of program goals	
Schedule of 5 th grade transition activities	
Documentation of activities to engage and support parents	

Comprehensive Elementary School Counseling Program Elements – 4 th Quarter	Next Steps/Person Responsible
4th Quarter Ongoing	
Plan activities consistent with Florida’s School Counseling Framework and ASCA National Model.	
Plan activities consistent with district policies, procedures, program standards, and district and school improvement plans that promote increased student achievement.	
Individual, weekly counselor calendars posted outside each office door. Calendars should be updated weekly.	
Participate in professional development workshops and school counselor professional learning communities, and share this information with appropriate administration, faculty and staff, and with students and parents.	
Assist in checking student records to include 1) verifying grade level and placement in appropriate programs/classes, 2) reviewing quarterly report cards for at-risk students, and 3) assuring access to school and community resources for students with failing grades.	
Conduct parent/teacher conferences as needed and assist parents/guardians with agency referrals.	
Continue school counseling program as scheduled, specifically small groups for identified at-risk students due to attendance, discipline problems, level 1 on statewide assessment, etc.	
Analyze data to monitor student progress, program direction and make informed decisions concerning individual students, groups and whole school.	
Evidence of accurate record keeping.	
As designated (Negotiable)	
May serve as Principal Designee [may include Section 504, Multidisciplinary Team (MT), Attendance Intervention Team (AIT), ESOL, LEA, etc.].	
Serve on school Response to Intervention Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
Identify students for gifted screening through teacher referrals, parent referrals, and record reviews.	
Assist in registration and placement of new students with special needs, particularly ESE, ESOL, and 504 students, and inform teacher(s) of student’s status.	
4th Quarter	
Conduct second School Counseling Advisory Council meeting.	
Meet with administration to plan next year’s counseling program activities, responsibilities, changes to procedures, etc.	
Conduct classroom lessons on career awareness for 5 th grade.	
Assist in identification/verification of overage students for Bridge to Success program.	
Work with administration to confirm 3 rd grade students who qualify for good cause exemption, assist in investigating problems, and consult with parents regarding GCE.	
Compile data, complete program, and prepare results report. Submit the end of year report to the district school counseling office.	
Work with administration on end-of-year activities regarding cumulative records and procedures for assuring accuracy of records at the close of school, including the transfer of 5 th grade records to middle school.	
Assist administration with next year’s class placement of special needs students.	
Submit the end of year report to District School Counseling office.	
As designated (Negotiable)	
Assist in identifying students for attendance at summer school programs.	
Log artifacts and documentation of RtI process to determine next steps for following school year.	
4th Quarter Required Artifacts	
Agenda and minutes from second School Counseling Advisory Council	
Program results report and reflection on outcomes	
Evidence of accurate recordkeeping, including Duke Tip eligibility, gifted screening log, meeting agendas and notes, detailed weekly calendars of actual time and tasks, parent contact log, etc.	
Documentation of activities to engage and support parents	
Evidence of completion of annual “Child Safety Matters” survey on completion of classroom lessons	

Appendix B

Middle School Counselors

Middle School Counselor Responsibilities

SCHOOL COUNSELING PROGRAM (NON-NEGOTIABLES)

School Counseling Program Development and Office Set Up:

- Review district goals, School Improvement Plan, and other relevant data to help develop the focus of the School Counseling Program
- Develop comprehensive school counseling goals
- Meet with supervising administrator to review Annual School Counselor/Administrator Agreement and submit copies to the District School Counseling office
- Coordinate a School Counseling Advisory Council to meet at least two times per year
- Collaborate with clerical staff to oversee the maintenance of student records
- Post weekly calendar and share with administration and stakeholders
- Organize and update resource materials related to career, academic and social/emotional advising for stakeholder access: statewide assessment, PSAT testing, high school readiness, upcoming events, Bright Futures, resources for struggling students, dropout prevention options, college and career fairs, and community resources
- Maintain a setting that allows for confidentiality of student and parent concerns
- Advertise school and community resources
- Provide school counseling information via at least one of the following: school newsletter, bulletin board, blog, and/or website
- Present comprehensive school counseling program and services to stakeholders (i.e. brochures, blog, website, flyer, bulletin board Open House, or school television advertisement)
- Provide means for parents, teachers, and students to request services (i.e. goal setting, academic support, behavioral interventions, consultation and referrals to outside agencies)

School Counseling Program Evaluation:

- Quarterly review of school counseling program/activities and alignment with master schedule, making adjustments as necessary
- Mid-year review of program goals and monitoring of progress
- Gather stakeholder input using evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires
- Analyze data to monitor student progress, guide program direction and make informed decisions concerning individual students groups and whole school. Data elements may include grades, attendance, promotion/retention rates, discipline referrals and student career/academic planning.

Communications:

- Maintain ongoing communication in person, by phone, and/or via email with students, parents, teachers, administrators, SAC, PTA, case managers, Guardian Ad Litem volunteers, therapists, interventionists, various agency staff and district staff in support of the whole child

Delivery System

School Counseling Core Curriculum - Should be tailored to grade level, differentiated for individual students and specific to school needs, including but not be limited to: Child/Teen Safety Matters, conflict resolution, social/emotional learning, drug awareness and prevention, health and hygiene, test taking skills, study skills, time management, organizational skills, promotion requirements, graduation requirements, EOC/ statewide assessment score information, 4 year academic plans, My Career Shines account creation (Kuder Navigator), Bright Futures, high school athletic eligibility, benefits of acceleration programs: AP, Dual Enrollment, AICE and IB, postsecondary exploration, dropout prevention programs, school and community resources, CROP, Trio, Upward Bound. Curriculum can be introduced to students in classroom, small group, or individual settings.

- Provide means for teachers to sign up for classroom lessons

- Lessons taught by school counselor, by teaming with teachers, or supporting teachers with materials and classroom activities to provide access to counseling standards/competencies
- May include workshops and informational sessions with parents to address needs and reflect the school counseling curriculum

Student Academic Planning and Advisement

Registration

- Work with clerical staff to oversee the requests for official records (often from multiple schools)
- Review incoming records, verify grade placement, work with staff to help locate delinquent records, transcribe academic records and provide the transcription to data entry clerk for input, complete initial credit checks
- Advise on accelerated course opportunities for middle and high school
- Select appropriate courses and when necessary schedule comparable courses
- Advise on promotion requirements
- Review documentation related to IEPs, 504 Plans, Hospital Homebound, foster placements, custody documents and court orders, DJJ transfers, surrogate parents, and home school portfolios
- Help establish procedures for orienting new students and families
- Explain school schedule to students and families
- Review, discuss and if appropriate refer students to alternative options for completing middle school for overage students
- Develop methods to review transcript for accuracy once credits are posted
- Verify statewide assessment /EOC test scores, when necessary facilitate getting official copies
- Assist testing coordinator in forwarding statewide assessment /EOC scores from out-of-district schools to testing office to be posted
- Communicate relevant information to receiving teacher(s) and administration (as needed)
- Check students' schedules for accuracy using summer grades and newly received transcripts
- Review entry codes of new enrollees, paying close attention to those enrolling from out of state and out of country

Withdrawals

- Conduct Exit Interviews with dropouts
- Review, discuss and if appropriate refer students to alternative options for completing middle school
- Refer to community agencies as needed
- Collaborate with clerical staff to oversee transfer of records to new school (Rtl, MRT, Gifted, 504, ESE, AIT, etc.
- Assist in collecting documentation of activities that are in process (Rtl, MRT, AIT, counseling, etc.).

Scheduling

- Review report cards for complete information
- Verify credits earned and identify missing credits for all students
- Verify that statewide assessment scores have been posted
- Assist with determining need for intensive courses, based on Middle School Master Scheduling Guidelines
- Advise on acceleration options e.g. high school or college courses taken in middle school
- Assist with identifying students for summer retake opportunities, course(s) needed, and method of retake (i.e. DCPS summer school, FLVS, or non DCPS retake opportunity)
- Enrollment approval of FLVS classes – verify eligibility, print grades, communicate with FLVS staff, facilitating grade posting to academic history, facilitate adjusting student schedule as needed
- Determine need for course retake and method of retake once grade documentation is available

Academic Advising

- Review academic records and advise on promotion requirements

- Quarterly review of report cards to facilitate correction of errors and duplications on academic histories
- Review attendance issues, tardies, failing grades
- Attend and facilitate parent conferences, when appropriate
- Complete credit checks on ALL students
- Track eligibility for promotion and students in jeopardy of being retained
- Identify students needing to retake core credits from previous year(s) and advise on course retake options
- Conduct classroom lessons with 8th grade students to review middle school promotion requirements and various high school options (High School Acceleration, Magnet Programs, and School Choice options)
- Provide written notification to students and parents when an 8th grade student is in jeopardy of not promoting to high school
- Meet with students who received district distributed midyear warning letters
- Schedule small group counseling sessions (i.e. students with failed core courses, attendance issues)
- Complete mid-year checks with each individual 8th grade student and any other students who could potentially be promoted or double-promoted to 9th grade the next school year
- Provide 6th grade orientation: study skills, time management, learning styles, organizational skills, and middle school promotion requirements
- Project future course selections for high school years
- Advise on accelerated course opportunities
- Advise overage students and their parents on alternative opportunities
- Review progress reports of targeted at risk students for follow up interventions
- Provide information about Duke TIP to eligible students and their parents
- Provide information on PSAT readiness to students, parents, and faculty as applicable
- Respond to parent/guardian concerns in person, by phone via email, and devise a method to record contacts.
- Provide academic/attendance information to parents

Alternative Programs

- Be familiar with resources and programs available at your school and within the district including: TEAM UP, Achievers for Life, Bridge to Success, Florida Youth Challenge Academy, PACE, Florida Sheriff's Youth Ranch, Project Prepare, Teen Parent, Hospital Homebound, Duval Virtual Instructional Academy, Home Education, Exceptional Education, School Choice, ACCEL options, Marine Science Institute, and Juvenile Justice programs

Transition Activities (Elementary to Middle and Middle to High)

- Classroom, small group and individual advisement on how statewide assessment scores impact high school schedules and access to acceleration programs
- Advertise and maintain brochures on high school programs and magnet options
- Provide information on Acceleration program; Early College, IB, AICE, AP Honors, CTE, and AVID
- Provide information on pre-college programs such as CROP and TRIO
- Inform students and parents of Bright Futures Scholarship program
- Coordinate career fairs and career presentations
- Conduct conferences with parents to discuss high school options
- Coordinate state mandated 8th grade Transition to High School Parent Night with high school counselors
- Collaborate with elementary counselors in the planning of 5th grade Parent Nights
- Conduct career classroom lessons: *Designing Your Future* (gr. 6), *Career Cruiser* (gr. 7)
- Collaborate with U.S. History/Career class teacher to create My Career Shines (Kuder Navigator) account creation (gr. 8) **and** My Education Plan (4 year high school plan)
- Cross level teaming with feeder school staff

Responsive Services

- Develop the process for scheduling individual and group counseling services
- Counsel individual students or small groups with their personal concerns
- Develop an effective referral and follow-up process for school counseling services
- Communicate special student needs to teachers
- Provide follow up counseling for bullying referrals as requested by administrator
- Assist in managing crisis response when District Crisis Team is called
- Advertise school and community resources for struggling students
- Attend community meetings and workshops to stay abreast of new information
- Collaborate with staff to follow up on abuse reports

Consultation, Collaboration, Teaming, Community Outreach

- Consult with students' families, teachers, educational support staff and community agencies regarding strategies to help students
- Facilitate faculty and staff training on A.L.E.R.T. Guide (**Assess, Learn, Evaluate, Respond, Timely!**)
- Provide community resource information to students and families regarding: Full Service Schools, Gateway Community Services, Mental Health Resource Center, Youth Crisis Center, Family Link Counseling, Project Prepare, Florida KidCare, Victim's Services, Women's Center, Ronald McDonald Health Van, Dentist Referrals, Vision Referrals, School Nurse, Young Parents, Dignity U Wear, Duke TIP, Military One Source, and JASMYN
- Be knowledgeable of local, state, and national professional organizations
- Present information about your school counseling program to faculty and staff
- Attend community meetings and workshops to stay abreast of new information
- Collaborate with staff of various district departments and respond to requests to attend focus groups, meetings, etc.
- Supervise school counseling interns, when eligible
- Participate on leadership teams (Shared Decision Making Committee, etc.)
- Participate on SAC, PTSA, district and community advisory committees
- Assist district staff with testing of promotion/retention
- Assist with the identification of students eligible for Summer Bridge programs
- Verify GPA for sports, extracurricular activities, summer programs, National Junior Honor Society
- Coordinate presentations at various parent events pertaining to school counseling topics (i.e. Acceleration programs, over-age safety-nets, promotional requirements, awards nights)
- Collaborate with Department of Juvenile Justice program staff
- Assist with opening of school orientation programs and activities
- Coordinate verification of Supplemental Security Income (SSI) information
- Collaborate with school psychologist and school administration to provide in-service training for faculty on RtI

System Support

Professional Development

- Mandatory attendance at Annual School Counseling Programs and Policies Update and quarterly school counselor workgroups
- Attend professional development offered by district, state and national organizations to stay current on legislation and compliance and to meet program goals
- Attend Department Chair Meetings and share information with colleagues upon return (Department Chair responsibilities include additional meeting, phone calls, emails, mail, etc.)
- Recommended attendance at State University System (SUS) workshop

Program Management and Operations

- Create master calendar of school counseling program activities
- Post weekly school counseling calendar and share with administration
- Organize and update resource materials for stakeholder access
- Quarterly review of school counseling program/activities and alignment with master calendar, making adjustments as necessary
- Review mid-year program goals and monitor progress
- Gather stakeholders input using evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires
- Analyze data by reviewing elements such as grades, attendance, promotion/retention rates, to guide program direction and emphasis
- Participate in fair share duties as a member of the school staff
- Create and maintain school counseling website or blog, as appropriate

COMPLIANCE RESPONSIBILITIES THAT MAY BE DESIGNATED BY PRINCIPAL (NEGOTIABLE):

NOTE: Counselors should spend **80 percent** of their time providing direct services to students, staff, and families.

Provisional Placement of Home School Students

- Review records and notify parent of provisional status
- Review assessment data and communicate findings to administrative team, teachers, parents and student
- Collaborate with administration and teachers to make grade level recommendation

Gifted Referrals

- Solicit referrals for screening from teachers and other stakeholders
- Review records of students referred to determine appropriate referral process
- Communicate with parents throughout the process
- Acquire necessary consent forms
- Administer and score gifted screening assessment
- Coordinate referrals to school psychologist
- Manage documentation
- Coordinate EDT meetings
- Coordinate with teacher of gifted to write EP for staffing
- Manage placement of gifted students transferring from out-of-county

ESE (Subject to change as roles and responsibilities of EESS staff are determined)

- MRT Facilitator
- Serve on SMART Team
- Assist in identifying students with special needs/accommodations for teachers
- Collaborate in FBA/BIP development and review outcome
- Provide Data Entry Clerk with necessary data for newly established IEPs
- Collaborate with students and parents regarding paperwork for PSAT disability accommodations
- Collaborate with IEP team on statewide assessment /EOC waivers

ESOL

May serve as school ESOL contact, which includes:

- Review ESOL records and student needs, meet with teachers regarding student status, test accommodations, documentation required
- Maintain red folder information and complete annual evaluations
- Communicate with parents of ELL students
- Monitor exited students for two years

- Coordinate summer school information for ELL students
- Monitor report card grades of ELL students
- Utilization of TRANSACT
- Arrange for interpreter as needed for meetings

Section 504 Plans (Subject to change as roles and responsibilities of EESS staff are determined)

- Coordinate and participate with teacher, school psychologist and parents in 504 meetings to determine eligibility and accommodations for potential 504 plan students
- Verify of all 504 plan students at the beginning of school
- Notify teachers of students with 504 plan and provide a copy of the plan
- Facilitate renewal of 504 plan before October 1 each year
- Coordinate renewal meeting with parent and teachers
- Assist in developing temporary 504 plans and managing transfer students with 504 plan
- Review if more intensive accommodations are needed
- Assure cumulative folder, parents, administration and teachers all have copies of most recent plan
- Facilitate updates on SEAS

Attendance

- Assist with Attendance Intervention Team process
- Assist with the identification and monitoring of students with attendance problems
- Assist with parent contract to improve attendance

RTI (Subject to change as roles and responsibilities of EESS staff are determined)

- Participate in RTI process as a team member and/or facilitator
- Assist teachers in providing tier 2 and 3 behavior interventions
- Assist teachers with data collection, intervention, progress monitoring and graphing
- Observe students and coordinate additional observations as needed
- Manage/monitor documentation
- Attend meetings as needed
- Attend trainings to update knowledge and changes to state guidelines

Middle School Counseling Calendar

School _____ Counselor _____ Year _____

Comprehensive Middle School Counseling Program Elements – 1 st Quarter	Next Steps/Person Responsible
1st Quarter Ongoing	
Plan activities consistent with Florida's School Counseling Framework and ASCA National Model	
Post individual and weekly counselor calendars outside each office door.	
Participate in professional development workshops, school counselor professional learning communities, school-based PLCs, and share information with appropriate administration, faculty, staff, students and parents.	
Assist in checking student records to include 1) verifying grade level and placement in appropriate programs/courses, 2) reviewing quarterly report cards for at-risk students, and 3) assuring access to school and community resources for students with failing grades.	
Review and transcribe academic records; work with staff to locate delinquent records.	
Communicate special student needs to teachers.	
Present information about comprehensive school counseling program and services to stakeholders (brochures, blog, website, flyer, bulletin board and Open House)	
Serve on school RtI Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
Analyze data to monitor student progress, program direction and make informed decisions concerning individual students, groups and whole school.	
Attend parent/teacher conferences as needed and assist parents/guardians with referrals to outside agencies.	
Pull FLVS records for course work completed; submit to data entry clerk for entry to permanent record.	
Evidence of accurate record keeping	
As designated (Negotiable)	
Identify students for gifted screening through teacher referrals, parent referrals, and record reviews	
Assist in registration and placement of new students with special needs, particularly ESE, ESOL, and 504 students, and inform teacher(s) of student's status.	
Serve on school Response to Intervention Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
May serve as Principal Designee when appropriate [may include Section 504, Multidisciplinary Team (MT), Attendance Intervention Team (AIT), ESOL, LEA, etc.]	
1st Quarter	
Conduct first School Counseling Advisory Council meeting.	
Utilize data to plan yearly comprehensive school counseling program; make sure to include student, parent, and staff needs.	
Develop three comprehensive school counseling program goals and action plans (one of which is the IPDP goal).	
Provide orientation to 6 th grade students, to include: study skills, time management, learning styles, organizational skills, and middle school promotion requirements.	
Check student schedules for accuracy using summer grades and newly received transcripts.	
Identify students needing to recover core credits and advise on course recovery options.	
Identify and conference with underperforming students and students needing course recovery.	
Identify overage students and refer to dropout prevention programs as appropriate.	
Complete credit checks on ALL students to assure appropriate scheduling.	
Present information on comprehensive school counseling program and services to faculty and staff, including A.L.E.R.T Guide and procedures.	

Collaborate with Administration to present school counseling procedures, school and community resources, Rtl, calendar of events/progress reports/report cards, etc. during Open House.	
Advertise school and community resources and dropout prevention programs for struggling students.	
Set up school counseling programs for students and parents: graduation requirements, test-taking, study skills, time management, organizational skills, behavior, attendance, learning styles, goal setting, communication, self-management, success learning.	
Classroom presentation –“what your school counselor can do for you”.	
Set up classroom lessons based on school mission/goals, needs assessment, and data analysis: test-taking, study skills, time management, organizational skills, behavior, attendance, learning styles, conflict resolution, and character education. Schedule special topics such as “Child/Teen Safety Matters”	
Identify student groups for early intervention through needs assessment and analysis of school-wide data: statewide assessment Level 1 and Level 2 “bubble” students, retainees, overage students, course recovery students, and students with attendance and discipline issues. Provide counseling services through small groups, behavior contracts, referrals, etc.	
Review progress reports.	
Create IPDP – Review School Improvement Plan, evaluate school-wide data to determine incident rate of referrals, attendance, grades, tardies, multiracial make-up of advanced classes, review District Initiatives, consider student and family needs. Consider past programs and goals. How can you make a difference?	
Develop three comprehensive school counseling program goals and action plans (One of which is the IPDP goal)	
Provide information on PSAT readiness to students, parents and faculty	
Make sure that students who are enrolled in HS courses in MS are notified of consequences and sign letter in SPP.	
Determine activities/programs for Jacksonville Goes to College Week	
Process Duke University Talent Identification Program (TIP) eligibility.	
Update 504 plans	
1st Quarter Required Artifacts	
Annual School Counseling Program calendar	
Signed Annual Principal/School Counselor Agreement	
Schedule of classroom visit and topics covered, including student attendance	
Agenda and minutes from first School Counseling Advisory Council	
Completed 7 th and 8 th grade credit checks	
Completed IPDP	
School and community resources (flyer, handout)	
Sign in sheet and confirmation letter for A.L.E.R.T. training	
Parent Night – agenda, attendance data (school counseling presentations could be done at Open House)	
Previous year’s data showing promotion/retention rates – evidence of goals addressing these areas.	
Evidence of accurate record keeping, including Duke Tip eligibility, gifted screening log, meeting agendas and notes, detailed weekly calendars of actual time	
Transition to High School Date and Agenda	

Comprehensive Middle School Counseling Program Elements – 2 nd Quarter	Next Steps/Person Responsible
2nd Quarter Ongoing	
Advertise School Choice Expo to students and parents	
Plan activities consistent with Florida's School Counseling Framework and ASCA National Model	
Post individual weekly counselor calendars outside each office door.	
Participate in professional development workshops, school counselor professional learning communities, and school-based PLCs, and share information with appropriate administration, faculty, and staff and with students and parents.	
Review and transcribe academic records; work with staff to access delinquent records.	
Communicate special student needs to teachers.	
Assist in checking student records to include 1) verifying grade level and placement in appropriate programs/classes, 2) reviewing quarterly report cards to ensure all grades are reported and to identify students that are at-risk student of academic failure, and 3) assuring access to school and community resources for students with failing grades.	
Analyze data to monitoring student progress, guide program direction and make informed decisions concerning individual students, groups, and whole school.	
Pull FLVS records for course work completed; submit for entry to permanent record.	
Attend parent/teacher conferences as needed and assist parents/guardians with referrals to outside agencies.	
As designated (Negotiable)	
Serve on school RtI Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
May serve as Principal Designee [may include Section 504, Multidisciplinary Team (MRT), Attendance Intervention Team (AIT), ESOL, LEA, etc.].	
Assist in registration and placement of new students with specials needs, particularly ESE, ESOL, and 504 students, and inform teacher(s) of student's status	
Identify students for gifted screening through teacher referrals, parent referrals, and record reviews.	
2nd Quarter	
Schedule small group counseling sessions with students that have failed core classes and/or have attendance problems.	
Review and identify problems on 1 st quarter report cards.	
Cross Level Teaming: Solicit the assistance of high school counselors to coordinate state mandated 8 th Grade Transition to High School Parent Night and work with elementary counselors to develop 5 th Grade Parent Nights.	
Collaborate on high school registration process at middle school.	
Coordinate district-wide Jacksonville Goes to College Week school-based activities.	
Conduct 6 th and 7 th grade career lessons using district career materials and Career Cruisers.	
2nd Quarter Required Artifacts	
2 nd Quarter School Counseling Program calendar	
Schedule of classroom visits and list of topics covered, including attendance	
Log of student contacts with underperforming students	
Evidence that 1 st quarter report cards have been corrected	
Evidence of accurate record keeping, to include completed grade credit checks of ALL students and transcriptions of records for newly enrolled students	
Agenda and handouts from 8 th grade "transition to high school" parent program	
Agenda and meeting notes from vertical team meetings with high school feeder schools	
Evidence of monitoring school counseling program goals	

Comprehensive Middle School Counseling Program Elements – 3 rd Quarter	Next Steps/Person Responsible
3rd Quarter Ongoing	
Plan activities consistent with Florida’s School Counseling Framework, and ASCA National Model, district policies, procedures, school improvement plan that promote increased student achievement. Plan activities consistent with Florida’s School Counseling Framework and ASCA National Model.	
Individual, weekly counselor calendars posted outside each office door. Calendar should be updated weekly.	
Participate in professional development workshops, school counselor professional learning communities, and school-based PLCs, and share information with appropriate administration, faculty, and staff and with students and parents.	
Review and transcribe academic records; work with staff to access delinquent records.	
Communicate special student needs to teachers.	
Review report cards, especially for HS classes that should have finalized at end of 1 st semester.	
Analyze data to monitor student progress, guide program direction and make informed decisions concerning individual students, groups and whole school.	
Attend parent/teacher conferences as needed and assist parents/guardians with referrals to outside agencies.	
Pull FLVS records for course work completed; submit for entry to permanent record.	
Assist in checking student records to include 1) verifying grade level and placement in appropriate programs/classes, 2) reviewing quarterly report cards to ensure all grades are reported and to identify students that are at-risk student of academic failure, and 3) assuring access to school and community resources for students with failing grades.	
As designated (Negotiable)	
May serve as Principal Designee [may include Section 504, Multidisciplinary Team (MT), Attendance Intervention Team (AIT), ESOL, LEA, etc.].	
Serve on school RtI Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
3rd Quarter	
Continue school counseling programs for students and parents, including HS/postsecondary orientation, Bright Futures.	
Coordinate Career Fairs and career presentations.	
Complete mid-year course checks with each individual 8 th grader <u>and</u> other students who could potentially be promoted or double promoted to grade 9 next school year.	
Send home mid-year scholarship reports provided by county.	
Collaborate with master scheduling team to organize calendar of orientation and registration activities for next school year for 5 th & 8 th grade students.	
Identify and correct problems on 2 nd quarter report cards.	
Identify and meet with students with failing grades on 2 nd quarter report cards.	
Conduct 6 th and 7 th grade career lessons.	
Conduct a mid-year review of program goals and progress.	
Assist elementary counselors with coordination of 5 th grade Parent Nights.	
Collaborate with high school counselors on the high school registration process at middle school.	
Collaborate with school community to create Career Day activities for ALL students	
3rd Quarter Required Artifacts	
3 rd Quarter School Counseling Program calendar	
Schedule of classroom visits and list of topics covered, including attendance	
Log of student/parent contacts and evidence of contact with underperforming students/parents	

Parent Night- agendas and attendance	
Evidence that 2 nd quarter report cards have been corrected	
Evidence of review of program goals	
Agenda and meeting notes from vertical team meetings with elementary feeder schools	
Evidence of completed high school plans	
Agenda and handouts from 5 th grade “transition to high school” parent program	
Evidence of Career Day or Career Day activities for ALL students	
Evidence of accurate record keeping, to include completed grade credit checks of ALL students transcriptions of records for newly enrolled students, and completed 4 year plans for 8th grade students	

Comprehensive Middle School Counseling Program Elements – 4th Quarter	Next Steps/Person Responsible
4th Quarter Ongoing	
Plan activities consistent with Florida's School Counseling Framework, and ASCA National Model.	
Individual, weekly counselor calendars posted outside each office door. Calendar should be updated weekly.	
Participate in professional development workshops, school counselor professional learning communities, and school-based PLCs, and share information with appropriate administration, faculty, and staff and with students and parents.	
Review and transcribe academic records; work with staff to access delinquent records.	
Communicate special student needs to teachers.	
Track students in credit recovery – Have grades been posted? Have credits been posted? Collaborate with administrative team and teachers to identify students that need to retake core courses over the summer.	
Identify 8 th grade students who have not completed 4 year academic plans.	
Analyze data to monitor student progress, program direction and make informed decisions concerning individual students, groups and whole school.	
Attend parent/teacher conferences as needed and assist parents/guardians with referrals to outside agencies.	
Pull FLVS records for course work completed; submit for entry to permanent record.	
As designated (Negotiable)	
Serve on school RtI Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
May serve as Principal Designee [may include Section 504, Multidisciplinary Team (MT), Attendance Intervention Team (AIT), ESOL, LEA, etc.].	
4th Quarter	
Conduct second School Counseling Advisory Council meeting.	
Identify 8 th grade students who have not completed 4 year academic plans, and get them completed Once they have been completed, place them in the student's cumulative folder.	
Identify and correct problems on 3 rd quarter report cards.	
Determine potential grade level failures. Collaborate with your administrative team for a plan of action for informing parents in a timely manner.	
Identify students eligible for summer programs.	
Identify overage students and refer to dropout prevention programs.	
Collaborate on creation of Administrative Promotion List to be submitted by an administrator.	
Determine potential grade level failures and with finalizing course recovery. Collaborate with your administrative team on plans of action to schedule timely student-parent meetings to explain options if student is not promoted, to advise of summer opportunities, and to complete out-of-county/private summer school letters.	
Compile data, complete program, and prepare results report for submission to district school counseling department.	
Collaborate on system to track students who will be attending summer school to assist with revising schedules for fall.	
Meet with administration to present EOY school counseling report and to plan next year's school counseling program, activities, changes to procedures, responsibilities, etc.	
Review school counseling program goals to plan for future program delivery.	
Check report cards prior to mailing to insure accuracy.	
4th Quarter Required Artifacts	
4 th Quarter School Counseling Program calendar	

Evidence that 3 rd quarter report cards have been corrected	
Schedule of classroom visits and list of topics covered, including attendance	
Log of student contacts with underperforming students	
Parent Night agendas and attendance	
Evidence that Course Recovery grades have been posted in FOCUS	
Evidence of finalizing results for program goals	
Evidence that ALL 8 th grade students completed 4 year My Education Plan and My Career Shines Interest Profiler	
Evidence of accurate record keeping, to include completed grade credit checks of ALL students transcriptions of records for newly enrolled students, and completed 4 year plans for 8th grade students	
Agenda and minutes of School Counseling Advisory Council meetings	

Appendix C

High School Counselors

High School Counselor Responsibilities SCHOOL COUNSELING PROGRAM (NON-NEGOTIABLES)

School Counseling Program Development and Office Set Up:

- Review district goals, School Improvement Plan and other relevant data to help develop the focus of the School Counseling Program
- Develop comprehensive school counseling goals
- Meet with supervising administrator to review Annual School Counselor/Administrator Agreement and submit copy to the District School Counseling office
- Coordinate a School Counseling Advisory Council to meet at least two times per year
- Post weekly calendar and share with administration and stakeholders
- Organize and update resource materials related to career, academic and social/emotional advising for stakeholder access- FSA/FCAT/PERT/PSAT/SAT/ACT testing, postsecondary readiness, financial aid, upcoming events, Bright Futures, scholarships, school and community resources, college visits, college fairs
- Maintain a setting that allows for confidentiality of student and parent concerns
- Collaborate with clerical staff to oversee maintenance of student records
- Develop and maintain School Profile for use by postsecondary schools and the NCAA
- Provide school counseling information via at least one of the following: school newsletter, bulletin board, blog, and/or website as appropriate
- Advertise school and community resources
- Participate in orientation of new student activities
- Present comprehensive school counseling program and services to stakeholders (brochures, blog, website, flyer, school television advertisements and/or Open House)
- Provide means for parents, teachers, and students to request services (i.e. goal setting, academic support, behavioral interventions, consultation and referrals to outside agencies)

School Counseling Program Evaluation:

- Quarterly review of school counseling program/activities and alignment with master schedule, making adjustments as necessary
- Mid-year review of program goals and monitoring of progress
- Gather stakeholder input using evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires
- Analyze data to monitor student progress, program direction and make informed decision concerning individual students, groups and whole school. Data elements may include grades, attendance, discipline referrals, and student career/academic planning

Communications:

- Maintain ongoing communication in person, by phone, and/or via email with students, parents, teachers, administrators, SAC, PTA, case managers, Guardian Ad Litem volunteers, therapists, interventionists, various agency staff and district staff in support of the whole student.

Delivery System

School Counseling Core Curriculum – Should be tailored to grade level, differentiated for individual students, and specific to school specific needs, including but not be limited to: promotion requirements; graduation requirements; postsecondary readiness; state assessment requirements; 4 year academic plans; SAT/ACT resources; Bright Futures requirements; high school athletic eligibility; scholarship information; benefits of acceleration courses (AP, Dual Enrollment, AICE and IB, SLS 1103, including eligibility and applications); postsecondary exploration; community service requirements and opportunities; safety-nets and dropout prevention programs; tutoring opportunities; Jacksonville Commitment, Trio, Upward Bound. Curriculum can be introduced to students in classroom, small group or individual settings.

- Provide means for teachers to sign up for classroom lessons

- Lessons taught by school counselor, by teaming with teachers, or supporting teachers with materials and classroom activities to provide access to counseling standards/competencies
- May include workshops and informational sessions with parents to address needs and reflect the school counseling curriculum

Student Academic Planning and Advisement

Registration

- Facilitate requests for official records (often from multiple schools)
- Review and transcribe academic records; works with staff to help locate delinquent records
- Determine program of study, working with stakeholders if applicable
- Verify grade level placement
- Complete initial credit check
- Advise on accelerated course opportunities and requirements
- Select appropriate courses and when necessary schedule comparable courses
- Advise on graduation requirements and post-secondary readiness
- Review documentation related to IEPs, 504 Plans, Hospital Homebound, foster placements, custody documents and court orders, DJJ transfers, surrogate parents, home school portfolios
- Help establish procedures for orienting students and families to school procedures, including but not limited to student schedules, transportation, and lunch
- Review, discuss and if appropriate refer students to alternative options for completing a high school diploma
- Give information to data entry clerk for input and review transcript for accuracy once credits are posted
- Verify FSA/FCAT/EOC/ACT/SAT/PERT test scores, when necessary facilitate getting official copies
- Forward FSA/FCAT/EOC/ACT/SAT/PERT scores from out-of-district schools to testing office to be posted

Withdrawals

- Conduct Exit interviews with dropouts
- Review, discuss and if appropriate refer students to alternative options for completing a high school diploma
- Refer to community agencies
- Follow up with receiving schools when appropriate to ensure enrollment (impacts DNE numbers)
- Develop and maintain system for housing all graduation lists and diplomas. These documents should not be destroyed.

Scheduling

- Review reports cards for complete information
- Participate on master scheduling committee
- Verify credits earned or missing
- Verify that FSA/FCAT/SAT/ACT/PERT scores have been posted
- Verify appropriate program of study
- Verify student personal info (phone #, email addresses)
- Determine need for intensive courses, based on High School Master Scheduling Guideline
- Determine the need for course retake and method of retake once grade documentation is available
- Review and approve summer school courses
- Approval and tracking of off campus DE classes, facilitating grade posting to transcript
- Enrollment approval of FLVS classes – verify eligibility, print grades, communicate with FLVS staff, facilitating grade posting to transcript, adjust schedule as needed
- Cross-Level teaming with feeder school staff to assist with transitions from middle to high school
- Assist with schedule changes

Academic Advising

- Maintain and update annual graduation log
- Review academic records and advise on promotion requirements
- Facilitate correction of errors and duplications on academic histories and transcripts-report cards
- Facilitate 10th grade Grad Tracker conferences with parents and students
- Advise on graduation requirements
- Track eligibility for promotion and students in jeopardy of being retained
- Maintain system for documenting advisement of students, including credit checks, recommendation for course recovery, student progress, follow-up and parent notification
- Assist with Mid-Year Promotion
- Meet individually with each senior quarterly to track graduation eligibility (requires familiarity with the district's programs of studies) and postsecondary plans, complete and document via senior credit check forms
- Provide written notification (Senior Warning Letter) to students and parents when a senior is in jeopardy of not graduating
- Meet with 9th – 11th grade students at least two times per year
- Note failed courses needing recovery and advise students on credit recovery options
- Select appropriate courses
- Project future course selections for following years
- Verify grade level placement
- Advise on accelerated course opportunities, , post-secondary readiness requirements, and intensive remediation requirements
- Verify appropriate program of study
- Review ACT/SAT/PERT test scores received in summer to determine eligibility for awarding of diploma, facilitate posting of graduation code
- Verification of eligibility for graduation
- Refer students to appropriate resources for NCAA eligibility
- Set up periodic Counselor's Corner in the cafeteria or other common area to facilitate access to counselors
- Identify and facilitate registration of students needing to meet the on-line course graduation requirement

Alternative Programs- Be familiar with resources and programs available within the school and the district including options available through the School Choice Department, Exceptional Education, Home Education, Teen Parent Program, Hospital Homebound, Duval Virtual Instructional Academy, Bridge to Success, Florida Youth Challenge, Catapult Academy, FSCJ Adult High School, PACE School for Girls, Sheriff's Villa and Boy's Ranch, Project Prepare, ACCEL options, and Juvenile Justice programs.

Transcripts/Academic Histories

- Assure that all credits earned have been posted correctly to permanent record
- Review and edit for errors and duplications
- Verify FSA/EOC/SAT/ACT/PERT scores have been posted
- Track eligibility for promotion and graduation (requires familiarity with all of the district's current programs of study)
- Facilitate procedures for electronic transmission of records
- Pull FLVS transcripts to ensure entry onto the permanent record

Report Card Quarterly Reviews

- Review reports cards for complete information
- Verify posted grades are accurate
- Facilitate correction of errors, missing grades, incomplete grades
- Review for attendance issues

- Identify students needing credit recovery
- Attend and facilitate parent conferences, when appropriate
- Respond to parent concerns in person, by phone, or via email
- Recommend dropout prevention, and/or tutoring
- Provide academic/attendance information to parents
- Provide information to appropriate outside agencies, e.g. DCF, Take Stock In Children, mentors, Social Security office

Postsecondary Readiness Advisement

- Monitor Postsecondary Readiness data for sophomores, juniors and seniors
- Classroom, small group and individual advisement on postsecondary readiness
- Determine ACT/SAT waiver eligibility and distribute and track waivers; collaborate with Graduation Coach when applicable
- Facilitate test registration for SAT/ACT
- Assist Test Coordinator to identify students for PERT Testing
- Coordinate BEACON program
- Facilitate college recruitment visits
- Attend and advertise College Fair
- Facilitate military recruitment visits
- Annually update School Profile for stakeholder use
- Complete recommendation letters and forms from colleges and scholarship agencies
- Coordinate Financial Aid Nights
- Facilitate classroom lessons and individual counseling
- Facilitate Bright Futures application process and cleanup of records
- Assist students with college and scholarship application process
- Advertise and maintain scholarship information files and make them accessible to students and parents
- Recruit middle school students for Acceleration programs: Early College, IB, AICE, AP Honors, CTE, and AVID
- Coordinate career fairs and career presentations
- Schedule appointments with parents to discuss postsecondary options and financial aid opportunities
- Facilitate 10th grade Grad Tracker conferences with parents and students

Responsive Services

- Develop the process for scheduling individual and group counseling services
- Counsel individual students or small groups with their personal concerns
- Consult with students' families, teachers, educational support staff, and community agencies regarding strategies to help students
- Develop an effective school counseling referral and follow-up process for school counseling services
- Provide follow up counseling for bullying referrals as requested by administrator
- Assist in managing crisis response when District Crisis Team is called
- Collaborate with staff to follow up on abuse reports
- Attend community meetings and workshops to stay abreast of new information

Consultation, Collaboration, Teaming, Community Outreach

- Provide community resource information to students and families regarding: Full Service Schools, Gateway Community Services, Mental Health Resource Center, Youth Crisis Center, Family Link Counseling, Project Prepare, Florida Kid Care, Victim's Services, Women's Center, Ronald McDonald Health Van, Dentist Referrals, Vision Referrals, School Nurse, Young Parents, Dignity U Wear, Military One Source, Educational Talent Search, Communities in Schools, TRIO Programs, JASMYN, PFLAG, and Challenge Day
- Collaborate with Juvenile Justice program staff

- Facilitate faculty and staff training on A.L.E.R.T. Guide (**Assess, Learn, Evaluate, Respond, Timely!**)
- Support local, state, and national professional organizations
- Present information about your school counseling program to faculty and staff
- Assist with beginning of the year orientation programs
- Coordinate presentations at various parent events pertaining to school counseling topics- (e.g. AICE, AP, AVID, IB, graduation, High School 101, Dual Enrollment, financial aid, Jacksonville Commitment)
- Collaborate with staff of various district departments and respond to requests to attend focus groups, meetings
- Assist district staff in testing of promotion/retention processes with Information Management
- Participate on leadership teams (Shared Decision Making Committee, etc.)
- Participate on SAC, PTSA, district and community advisory committees
- Participate on Graduation Committee
- Coordinate verification of SSI information and requests for records for this process
- Supervise school counseling interns when eligible
- Facilitate cleanup of Bright Futures eligibility records in spring and summer
- Verify GPA for sports, extracurricular activities, scholarships, college applications, National Honor Society, Beta Club
- Assist with the identification of students eligible for Summer Bridge programs
- Participate in Challenge Day as applicable
- If a counselor is NCAA Clearing House school contact, the responsibilities would include use of NCAA created resources, course review for eligibility, student registration, waiver approval

System Support

Professional Development

- Mandatory attendance at Annual School Counseling Programs and Policies Update and quarterly school counselor workgroups
- Attend professional development offered by district, state and national organizations to stay current on legislation and compliance and to meet program goals
- Required participation every other year at NACAC College Fair
- Recommended attendance at State University System (SUS) workshop
- Attend Department Chair meetings and share information with colleagues upon return to school.
- Department Chair responsibilities – additional meetings, phone calls, emails, mail, etc.

Program Management and Operations

- Create master calendar of school counseling program activities
- Post weekly school counseling calendar and share with administration
- Organize and update resource materials for stakeholder access
- Quarterly review of school counseling program/activities and alignment with master calendar, making adjustments as necessary
- Review mid-year program goals and monitor progress
- Gather stakeholders input using evaluation instruments such as pre- and post-test assessments, surveys, and questionnaires
- Analyze data by reviewing elements such as grades, attendance, promotion/retention rates, to guide program direction and emphasis
- Create and maintain school counseling blogs and websites as appropriate
- Participate in and fair share duties as a member of the school staff

COMPLIANCE RESPONSIBILITIES THAT MAY BE DESIGNATED BY PRINCIPAL (NEGOTIABLE):

NOTE: Counselors should spend **80 percent** of their time providing direct services to students, staff, and families.

Provisional Placement of Home School Students

- Review records and notify parent of provisional status
- Review assessment data and communicate findings to administrative team, teacher, parents and student
- Collaborate with administration to make grade level recommendation

ESE (Subject to change as roles and responsibilities of EESS staff are determined)

- MRT Facilitator
- Act as LEA for IEP meetings
- Serve on SMARTeam
- Assist in identifying students with special needs/accommodations for teachers
- Collaborate in FBA/BIP development
- Collaborate with students and parents regarding paperwork for SAT/PSAT/ACT disability accommodations
- Postsecondary advising on programs for special needs students
- Work with IEP team to facilitate FSA/FCAT/EOC waivers for graduation
- Participate in senior exit interview

ESOL

May serve as school ESOL contact, which includes the following responsibilities:

- Review ESOL records and student needs, meet with teachers regarding student status, test accommodations, documentation required
- Maintain red folder information and complete annual evaluations
- Communicate with parents of ELL students
- Monitor exited students for two years
- Coordinate summer school information for ELL students
- Monitor report card grades of ELL students
- Utilization of TRANSACT
- Arrange for interpreter as needed

Section 504 Plans (Subject to change as roles and responsibilities of EESS staff are determined)

- Verify all 504 plan students at the beginning of school
- Notify teachers of students with 504 plans and provide a copy of the plan
- Facilitate renewal of 504 plan before October 1 each year
- Coordinate renewal meeting with parent and teachers
- Review if more intensive accommodations are needed
- Assure cumulative folder, parents, administration and teachers all have copies of most recent plan
- Facilitate updates on SEAS
- Assist in developing temporary 504 plans and managing transfer students with 504 plans

Attendance

- Assist with Attendance Intervention Team process
- Assist with the identification and monitoring of students with attendance problems
- Assist with parent contract to improve attendance

RTI (Subject to change as roles and responsibilities of EESS staff are determined)

- Participate in RTI process as a team member
- Make referrals to RTI facilitator and attend meetings as needed
- Attend trainings to update knowledge and changes to state guidelines

High School Counseling Calendar

School _____ Counselor _____ Year _____

Comprehensive High School Counseling Program Elements – 1 st Quarter	Next Steps/Person Responsible
1st Quarter Ongoing	
Plan activities consistent with Florida's School Counseling Framework and ASCA National Model.	
Plan activities consistent with district policies, procedures, program standards, and district and school improvement plans that promote increased student achievement.	
Post individual, weekly counselor calendars posted outside each office door.	
Participate in professional development workshops, school counselor professional learning communities, school-based PLCs, and share information with appropriate administration, faculty, staff, students and parents.	
Review and correct problems on Academic Histories INCLUDING inappropriate duping courses, and courses that did not finalize.	
Develop and maintain a tracking system for cohorted and non-cohorted attempting graduates, documenting credit check concerns, recommendations for recovery or test support, academic progress and contact with parents and students.	
Determine activities/programs for Jax Goes to College Week	
Present information about comprehensive school counseling program and services to stakeholders (brochure, blog, website, flyer, bulletin board, open house)	
Plan school counselor department meetings/professional learning communities as needed.	
Organize and publicize school's BEACON program for seniors.	
Publicize Financial Aid Nights and College Goal Sunday.	
Attend Counselor Workgroups if applicable.	
Issue and track ACT, SAT and NCAA waivers to eligible students.	
Communicate special student needs to teachers.	
Check records to include 1) transcribing records, 2) identifying problems on quarterly report cards, 3) scheduling group/individual counseling activities with students below 2.0 GPA, 4) sending warning letters, 5) identifying students for credit recovery.	
Conduct parent/teacher conferences as needed and assist parents/guardians with referrals to outside agencies.	
Promote Bright Futures and Community Service policies and opportunities.	
May serve on school RtI Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
Analyze data to monitor student progress, program direction and make informed decisions concerning individual students, groups, and whole school.	
Check FLVS for courses completed and facilitate processing to permanent record.	
Track Post-secondary readiness.	
Collaborate with school based Graduation Coach, if applicable.	
Work with ESE/504 lead and test coordinator to assure students with disabilities are receiving accommodations for state assessments.	
1st Quarter	
Complete ALL senior and potential graduate credit checks <u>by mid-September</u> . Hold individual conferences.	
Review Academic Histories grades 9-11. Look for problems with missing credits, duping credits and missing IR credits. Facilitate corrections. <u>Complete by end of September</u> .	
Meet with supervising administrator to complete and sign the Annual School	

Counselor/Administrator Management Agreement and submit copy to District School Counseling office.	
Develop three comprehensive counseling program goals and action plans (one of which is the IPDP goal).	
Conduct first School Counseling Advisory Council meeting.	
Identify state defined “at risk” students who impact your school grade and develop student success strategies.	
Utilize data to plan yearly comprehensive school counseling program: make sure to include student, parent and staff needs.	
Advertise school and community resources and dropout prevention programs.	
Advertise fall testing and test prep opportunities: ASVAB/PSAT/SAT/ACT/FCAT/FSA/PERT.	
Set up school counseling programs for students, consider parent and faculty input, and Rtl needs: graduation requirements, test-taking, study skills, time management, organizational skills, behavior, attendance, learning styles, goal setting, communication, self-management, success learning. (Resources available at School Counselor SharePoint site, counselor blog spots).	
Provide and track individual counseling.	
Create IPDP – Review School Improvement Plan, evaluate school-wide data to determine incident rate of referrals, attendance, grades/GPA, tardies, multiracial make-up of advanced classes, review District Initiatives, and consider student and family needs. Consider past programs and goals.	
Work with Testing Coordinator to assure that students needing to take the October FCAT/FSA retake have been identified and notified.	
Advertise college and scholarship fairs.	
Coordinate/participate in grade level specific parent nights as needed.	
Present information on comprehensive school counseling program and services to faculty and staff, including A.L.E.R.T. Guide and procedures.	
1st Quarter Required Artifacts	
1 st Quarter School Counseling Program calendar	
Updated School Profile	
Signed School Counselor/Administrator Agreement	
School Counseling Advisory agenda and minutes	
Sign in sheet and confirmation letter for ALERT training	
Completed Senior Credit Checks- signed by student and school counselor – needs to include concordant score policy and eligibility	
Review of academic histories grades 9-11 with evidence of a system for records clean-up.	
Data from previous years showing promotion/retention rates, graduation rates, dropout rates, and SAT and/ ACT and PERT test taking rates from - evidence of goals addressing these areas	
Completed IPDPs	
Evidence of accurate record keeping: credit checks, record transcriptions, documentations of classroom presentations and attendance, Parent Night notifications, agendas , handouts attendance data, schedule of classroom visits and topics covered	
Evidence of postsecondary readiness tracking	
Evidence of a system to identify and notify students needing the fall FCAT/FSA/EOC retake	
Evidence of parent night notifications, attendance rosters, and handouts	

Comprehensive High School Counseling Program Elements – 2nd Quarter	Next Steps/Person Responsible
2nd Quarter Ongoing	
Track Post-secondary readiness.	
All 10th grade students need to be scheduled for a student/parent/counselor Grad Tracker conference during the year to review graduation status and postsecondary plans.	
Plan activities consistent with Florida's School Counseling Framework and ASCA National Model.	
Plan activities consistent with district policies, procedures, program standards, and district and school improvement plans that promote increased student achievement.	
Post individual, weekly counselor calendars posted outside each office door.	
Participate in professional development workshops, school counselor professional learning communities, and school-based PLCs, and share information with appropriate administration, faculty, and staff and with students and parents.	
Maintain tracking system for cohorted and non cohorted attempting graduates, documenting credit check concerns, recommendations for recovery or test support, academic progress and contact with parents and students.	
Plan school counselor department meetings/professional learning communities as needed.	
Communicate special student needs to teachers.	
Check records to include 1) transcribing records, 2) identifying problems on quarterly report cards, 3) scheduling group counseling (with students below 2.0 GPA), 4) sending warning letters, 5) identifying students for credit recovery.	
Conduct parent/teacher conferences as needed and assist parents/guardians with referrals to outside agencies.	
Check FLVS for courses completed and facilitate processing to permanent record.	
Serve on school RtI Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
May serve as Principal Designee [may include Section 504, Multidisciplinary Team (MT), Attendance Intervention Team (AIT), ESOL, LEA, etc.].	
Issue and track ACT and SAT Waivers to eligible students.	
Analyze data to monitor student progress, program direction and make informed decisions concerning individual students, groups, and whole school.	
Collaborate with school based Graduation Coach, if applicable.	
Pull FLVS records for coursework completed; submit for entry to permanent record.	
Work with ESE/504 lead and test coordinator to assure students with disabilities are receiving accommodations for state assessments.	
2nd Quarter	
Evaluate school-wide data (or 1 st Q if time) to determine incident rate of referrals, attendance, grades/GPA, tardies, multi-racial make-up of AP classes. Setting up programs for students, parents and teachers. (Many are available as power points on SharePoint.)	
Schedule groups/individuals to complete Florida Financial Aid Applications (FFAA) which must be completed online for student to receive money if eligible for Bright Futures scholarship or State grants, loans, and continuing to monitor input of volunteer hours. (After website open December 1).	
Plan distribution of PSAT results to students and parents.	
Work with appropriate staff to identify and correct problems on 1st quarter report cards.	
Maintain log of scholarships awarded and college admissions for all seniors.	
Plan for academic plan updates for all students grades 9-12.	

Cross-Level Teaming: Work with MS counselors to develop 8 th Grade Transition to High School Parent Night.	
Collaborate with school based Graduation Coach, if applicable.	
2 nd Quarter Required Artifacts	
Evidence of student/parent/counselor conferences during the year to review graduation status and postsecondary plans (all 10 th grade students)	
Log of student contacts with underperforming students	
2 nd Quarter School Counseling Program calendar	
Evidence of program monitoring of school counseling program goals	
Evidence of accurate record keeping: credit checks, record transcriptions, documentations of classroom presentations and attendance, Parent Night agenda, attendance data, schedule of classroom visits and topics covered	
Disaggregated data on SAT and ACT test taking patterns and numbers of students taking the test in prior years	
Log of SAT, ACT and NCAA waivers	
Log of scholarships and college admissions	
Evidence that Bright Futures eligibility information has been reviewed with all students (including test score and community service requirements)	
Evidence of postsecondary readiness tracking	
Evidence of School Counselor Advisory Committee	

Comprehensive High School Counseling Program Elements – 3 rd Quarter	Next Steps/Person Responsible
3rd Quarter Ongoing	
All 10th grade students need to be scheduled for a student/parent/counselor Grad Tracker conference during the year to review graduation status and postsecondary plans.	
Plan activities consistent with Florida's School Counseling Framework and ASCA National Model.	
Plan activities consistent with district policies, procedures, program standards, and district and school improvement plans that promote increased student achievement.	
Post individual, weekly counselor calendars posted outside each office door.	
Maintain tracking system for cohorted and non-cohorted attempting graduates, documenting credit check concerns, recommendations for recovery or test support, academic progress and contact with parents and students.	
Participate in professional development workshops, school counselor professional learning communities, and school-based PLCs, and share information with appropriate administration, faculty, and staff and with students and parents.	
Plan school counselor department meetings/professional learning communities as needed.	
Check records to include 1) transcribing records, 2) identifying problems on quarterly report cards, 3) scheduling group counseling with students below 2.0 GPA, 4) sending warning letters, 5) identifying students for credit recovery.	
Conduct parent/teacher conferences as needed and assist parents/guardians with referrals to outside agencies.	
May serve on school RtI Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
May serve as Principal Designee [may include Section 504, Multidisciplinary Team (MT), Attendance Intervention Team (AIT), ESOL, LEA, etc.].	
Issue and track ACT, SAT and NCAA waivers to eligible students.	
Communicate special student needs to teachers.	
Maintain log of scholarships awarded and college admissions for all seniors.	
Analyze data to monitor student progress, program direction and make informed decisions concerning individual students, groups, and whole school.	
Track Post-secondary readiness.	
Collaborate with school based Graduation Coach, if applicable.	
Pull FLVS records for coursework completed; submit for entry to permanent record.	
Conduct mid-year review of program goals and progress	
Work with ESE/504 lead and test coordinator to assure students with disabilities are receiving accommodations for state assessments.	
3rd Quarter	
Work with Testing Coordinator to assure that students needing to take the Spring FCAT/FSA retake have been identified and notified.	
Disseminate PSAT results to students and parents to include MyRoad and QuickStart information.	
Update midyear senior checks with each individual senior; verify volunteer hours in the database; work with seniors to complete FFAA and FAFSA.	
Send home to all students - midyear scholarship reports and adding info to give parents more accurate info.	
Orient and register students in grades 8 - 11 for the next year incorporating AP Potential info:	

Design orientation to publicize electives and changes to diploma requirements; register students for classes for next year; collaborate with middle school counselors on registration of 8 th graders.	
Work with appropriate staff to identifying and correct problems on 2nd quarter report cards.	
Coordinate Bright Futures application process and follow up with eligible students who have not completed FFAA and FAFSA.	
Coordinate Cross-level Team meeting with feeder middle schools to review/plan scheduling and transition issues.	
Develop a results evaluation to inform and plan for future program delivery, including mid-year review of program goals and progress.	
3rd Quarter Required Artifacts	
Log of student/parent/counselor conferences during the year to review graduation status and postsecondary plans (all 10 th grade students)	
3 rd Quarter School Counseling Program calendar	
Maintains accurate records: schedule of classroom counseling visits and list of topics covered-should include PSAT if not done 2 nd quarter	
Disaggregated data on SAT and ACT test taking patterns and numbers of students taking the test	
Bright Futures eligibility reports for Jan., Feb., March, and April	
Completed list of 11 th and 12 th grade students needing spring FCAT/FSA retake	
Disaggregated data on college admissions and scholarships for current year	
Evidence on how AP Potential is being used	
Review of comprehensive counseling program goals	
Mid-year senior checks with student signature by updated information.	
Parent Night- agendas and attendance	
Log of SAT , ACT and NCAA waivers	
Agenda and meeting notes from Cross-LevelTeam meeting with middle feeders	
Evidence of postsecondary readiness tracking	

Comprehensive High School Counseling Program Elements – 4th Quarter	Next Steps/Person Responsible
4th Quarter Ongoing	
All 10th grade students need to be scheduled for a student/parent/counselor conference during the year to review graduation status and postsecondary plans.	
Plan activities consistent with Florida’s School Counseling Framework and ASCA National Model.	
Plan activities consistent with district policies, procedures, program standards, and district and school improvement plans that promote increased student achievement.	
Post individual, weekly counselor calendars posted outside each office door.	
Maintain tracking system for cohorted and non cohorted attempting graduates, documenting credit check concerns, recommendations for recovery or test support, academic progress and contact with parents and students.	
Participate in professional development workshops, school counselor professional learning communities, and school-based PLCs, and share information with appropriate administration, faculty, and staff and with students and parents.	
Plan school counselor department meetings/professional learning communities as needed.	
Check records to include 1) transcribe records, 2) identify problems on quarterly report cards, 3) schedule group counseling with students below 2.0 GPA, 4) sending warning letters, 5) identifying students for credit recovery.	
Conduct parent/teacher conferences as needed and assist parents/guardians with referrals to outside agencies.	
Serve on school RtI Leadership Team and/or provide leadership and assistance in the implementation of RtI practices.	
May serve as Principal Designee [may include Section 504, Multidisciplinary Team (MT), Attendance Intervention Team (AIT), ESOL, LEA, etc.].	
Issue and track ACT, SAT and NCAA waivers to eligible students.	
Communicate special student needs to teachers.	
Maintain log of scholarships awarded and college admissions for all seniors.	
Analyze data to monitor student progress, program direction and make informed decisions concerning individual students, groups, and whole school.	
Track Post-secondary readiness.	
Collaborate with school based Graduation Coach, if applicable.	
Pull FLVS records for coursework completed; submit for entry to permanent record.	
Work with ESE/504 lead and test coordinator to assure students with disabilities are receiving accommodations for state assessments.	
4th Quarter	
Conduct second School Counseling Advisory Council meeting.	
Complete course selection and credit checks for rising seniors.	
Update senior check of each student scheduled to graduate in June, including <u>accurate</u> phone numbers and addresses, complete Non-Graduate Documentation with parent and student (when appropriate), suggestions on credit recovery (when appropriate).	
Compile data, complete program and prepare results report. Submit end of year report to district counseling office.	
Work on graduation committee to insure accurate walk lists, distribution/collection of caps and gowns, diploma/certificate lists.	

Compile a list of students eligible for Summer Programs, including DCPS, private, and out-of-district.	
Check report cards and transcripts prior to mailing to insure accuracy.	
Complete course selections for grades 9-11 and rising freshman.	
Develop and maintain system for tracking graduates: graduation log, administrative promotion requests, withdrawal code corrections, etc.	
Submit the end of year School Counseling Accountability Results report to District School Counseling office by the last day of post-planning. If complete data is not available, please submit final report as soon as possible.	
Review and reflect on results of department and individual school counseling goals; utilize data in the planning and preparation for the upcoming academic school year.	
4th Quarter Required Artifacts	
Evidence of student/parent/counselor conferences during the year to review graduation status and postsecondary plans (all 10 th grade students)	
4 th Quarter School Counseling Program calendar	
Schedule of classroom visits and list of topics covered	
Disaggregated data on SAT and ACT test taking patterns and numbers of students taking the test	
Bright Futures eligibility reports for April, May, June	
Non-Graduate conference documentation, signed by students and parents for non-graduating seniors	
Log of scholarships and college admissions	
Log of SAT, ACT and NCAA waivers	
Graduation Log (copy of final cohort tracking lists, etc.)	
Evidence of postsecondary readiness tracking	

Appendix D

Resources

Comprehensive School Counseling Program Checklist

- ☐ **Beliefs**
- ☐ **Vision Statement**
- ☐ **Mission Statement**
- ☐ **School Counselor/Administrator Agreement**
- ☐ **School Counselor Advisory Council**
- ☐ **Participate in Vertical Planning**
- ☐ **3 Measurable Goals/Action Plan to include IPDP Goal**
- ☐ **Program Planning (including weekly, monthly, yearly calendars)**
- ☐ **Program Implementation**
- ☐ **Program Evaluation**

**Duval County Public Schools
Annual Agreement**

School Counselor _____ Year _____

School Counseling Program Mission Statement

School Improvement/Closing-the-Gap Goals

The school counseling program will focus on the following achievement, attendance, and/or behavior goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

Use of Time

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

		Planned Use		Recommended
Direct Services to Students	_____ percent	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80 percent
	_____ percent	Individual student planning	Assist students in the development of educational, career, and personal plans	
	_____ percent	Responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	_____ percent	Referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	_____ percent	Foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20 percent or less

Advisory Council

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

Planning and Results Documents

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

- ☐ Annual Calendar

☐ Curriculum action plan

☐ Small-group action plan
- ☐ Closing-the-Gap Action Plans

☐ Results Reports (from last year’s action plans)

Professional Development

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

Caseload and School Counselor’s Responsibilities

Indicate how students are assigned to the school counselor’s caseload and the specific responsibilities assumed by the school counselor.

Caseload Defined by:	<div><input type="checkbox"/> Alpha: last names beginning with _____ to _____</div> <div><input type="checkbox"/> Grade level: students in grades: _____</div> <div><input type="checkbox"/> All students in building</div> <div><input type="checkbox"/> Other:</div>
School Counselor Responsibilities	Direct Student Services
	<input type="checkbox"/> School Counseling Core Curriculum
	<input type="checkbox"/> Academic Advisement
	<input type="checkbox"/> Individual Student Planning
	Responsive Services
	<input type="checkbox"/> Individual Counseling
	<input type="checkbox"/> Small Groups
	<input type="checkbox"/> Crisis Response
	Indirect Student Services
	<input type="checkbox"/> Referrals to Community Agencies
	<input type="checkbox"/>
	Special Programs
	<input type="checkbox"/>
	<input type="checkbox"/>
	Other
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Professional Collaboration and Responsibility

Choose all that apply.

Group	Weekly/Monthly	Coordinator
School Counseling Team Meetings		
Administration/School Counseling Meetings		
Student Support Team Meetings		
Department Chair Meetings		
School Improvement Team Meetings		
District School Counseling Meetings		
Other		

Budget Materials and Supplies Annual Budget: \$ _____

Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____.

My hours will be from _____ to _____. *(If flexible scheduling is used)*

The career center will be open from _____ to _____.

Roles and Responsibilities of Other Staff and Volunteers

School Counseling Department Assistant _____

Attendance assistant clerk _____

Data manager/registrar _____

Career and college center assistant _____

Other Staff _____

Volunteers _____

School Counselor Signature _____

Principal Signature _____

Date _____

*Use the ASCA template if you are applying for RAMP



ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level you plan to address any standard in the cells below as well as how the standard is addressed (core curriculum-CC, small group-SG, closing-the-gap-CTG). It isn't necessary to address each standard each year.

Mindsets	Grade Level		
	Academic	Career	Social/ Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/ emotional & physical well-being			
2. Self-confidence in ability to succeed			
3. Sense of belonging in the school environment			
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success			
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes			
6. Positive attitude toward work and learning			
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions			
2. Demonstrate creativity			
3. Use time-management, organizational and study skills			
4. Apply self-motivation and self-direction to learning			
5. Apply media and technology skills			
6. Set high standards of quality			
7. Identify long- and short-term academic, career and social/emotional goals			
8. Actively engage in challenging coursework			
9. Gather evidence and consider multiple perspectives to make informed decisions			
10. Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility			
2. Demonstrate self-discipline and self-control			
3. Demonstrate ability to work independently			
4. Demonstrate ability to delay immediate gratification for long-term rewards			
5. Demonstrate perseverance to achieve long- and short-term goals			
6. Demonstrate ability to overcome barriers to learning			
7. Demonstrate effective coping skills when faced with a problem			
8. Demonstrate the ability to balance school, home and community activities			
9. Demonstrate personal safety skills			
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills			
2. Create positive and supportive relationships with other students			
3. Create relationships with adults that support success			
4. Demonstrate empathy			
5. Demonstrate ethical decision-making and social responsibility			
6. Use effective collaboration and cooperation skills			
7. Use leadership and teamwork skills to work effectively in diverse teams			
8. Demonstrate advocacy skills and ability to assert self, when necessary			
9. Demonstrate social maturity and behaviors appropriate to the situation and environment			

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Writing SMART Goals

Ask Critical Questions:

1. Who are the student groups in your school?
2. What percentage of the total student enrollment does each group represent?
3. When data is disaggregated for different student groups, around specific data elements, and what story does the data tell?
4. What patterns do the data reveal over time for specific groups of students in your school?

Direction	Group	Data Element	Desired Outcome	By When
Increase or decrease?	Who will be your target group?	What data element are you trying to impact?	What is your target goal? What are you trying to achieve?	Target date you hope to achieve your goal?
<ul style="list-style-type: none"> Are you trying to increase or decrease a data element for a particular target group? 	Data by student groups: <ul style="list-style-type: none"> Race/ethnicity Gender Grade Income level (students who qualify for free and reduced lunch) ESE students ELL students Other student groups, as appropriate for your school 	Examples of data elements: <ul style="list-style-type: none"> Attendance Graduation rate Promotion/retention Tardies Behavioral referrals GPA SAT/ACT Tardies Suspension rates Over-age students 	<ul style="list-style-type: none"> What is the realistic goal you are trying to achieve based upon your knowledge of current numbers? What is the percentage of change you are trying to achieve based on your knowledge of current numbers? 	

			%	
EXAMPLE: <i>DECREASE</i>	<i>2ND GRADE BOYS</i>	<i>RETENTION RATE</i>	<i>20%</i>	<i>END OF THIRD QUARTER</i>

EXAMPLE SMART GOAL STATEMENT:

Decrease the number of 2nd grade boys who are failing reading by 20% by the end of the third quarter.

Criteria for SMART Goals

CRITERIA FOR SMART GOALS	Clearly SMART <i>Goal is designed with clarity and a stretch toward high expectations of staff and students</i>	Sincere Commitment <i>Goal is designed with a sincere commitment but lacks clarity in the message</i>	Weak Construction <i>Goal is weak or broad and constructed with suggested intent that lacks clarity</i>
S. Specific The outcome is clear; intensity of focus is on students	Focus is clearly to improve service/learning for students; the outcome is definite	Language in the goal could be more simplistic so that focus is clear	Ambiguity about who is the focus; uncertain as to what the focus is or who will be impacted
M. Measureable Measureable with an assessment process or tool; You can count it or see it	The components used to measure the goal are clearly stated or the outcome can be seen when completed	Measurement/assessment process could be subjective; some concrete evidence	Little or no indication of what should be counted or viewed when the goal is complete
A. Achievable Do you, as a counselor, have the necessary experience/training to achieve it? Does your school have the resources and team members needed?	Using resources and staff with counselor expertise goal is attainable	Heartfelt desire is apparent but additional resources or training may be needed to meet goal; may need to review steps needed before this goal can be attained	Goal is set too high/low or is unrealistic for said purpose; not obtainable for this particular counselor at this particular school
R. Results-oriented Aligned with district and school goals	Student centered and aligned with overall school/district goals and objectives	Gives some indication of school mission but lacks clear end result	Are not connected to school or district goals; serve no purpose to the overall mission
T. Timed A specific date has been set by which to achieve the Goal. By when should this be accomplished? Are there periodic checkpoints (benchmarks, deadlines, or other dates to consider)?	Dates create a finite amount of time for the goal to be obtained; increments are exact	The goal has a span of time which may imply some periodic checkpoints; but more clarity would be useful	No specific or time mentioned vaguely

School Counseling Planning Calendar

August	September
October	November
December	January
February	March
April	May
June	July

Weekly Planning Calendar

Time	Monday	Tuesday	Wednesday	Thursday	Friday

High School Counseling Action Plan Sample

School Counseling Program - District Strategic Goals _____ High School Date _____

Date presented to school administrator(s): _____

Goal #1 Increase Academic Achievement for All Students.	Current Data	2014-2015 Goal	Steps needed	What will this look like in January?	What will this look like in June?	Barriers
Participation In Rigorous Courses						
Number Of Students Taking SAT And ACT						
Increasing District Scale Scores On SAT And ACT						
Goal #2 Significantly Increase the Graduation Rate						
Increase The Graduation Rate						
Decrease The Drop Out Rate						
Increase The Number of 10 th Graders Who Earn A Level 3 On The						

statewide assessment						
Decrease The Number Of Students Who Are Absent More Than 20 Days Per Year						
Increase District Wide Promotion Rates						
Other						

Program Planning Worksheet

Grade Level: _____

ACADEMIC DEVELOPMENT			
STANDARD 1: Students will acquire the knowledge, skills, and attitudes that contribute to school success and lifelong learning.			
Competencies	Indicators	Program/Activity/Lesson/Workshop	Date
1.1 Improve academic self-concept			
1.2 Develop the skills and attitudes for improving effectiveness as a learner			
STANDARD 2: Students will acquire the academic preparation necessary to choose from a wide variety of educational, training, and employment options upon completion of secondary school.			
Competencies	Indicators	Program/Activity/Lesson/Workshop	Date
2.1 Manage an educational and career plan to achieve goals			
2.2 Understand the opportunities available and know how to access an array of postsecondary options, e.g., career and technical pathways, the military, two-year community college, four-year state college or university, certificate programs, apprenticeships, on-the-job training, and work.			
CAREER DEVELOPMENT			
STANDARD 3: Students will acquire the self-knowledge necessary to investigate the world of work and make informed career decisions.			
Competencies	Indicators	Program/Activity/Lesson/Workshop	Date
3.1 Develop self-knowledge through experience and exploration			
3.2 Understand self in the world of work			
3.3 Understand the relationship between work, society, and the economy			
STANDARD 4: Students will use strategies for career and education planning.			
Competencies	Indicators	Program/Activity/Lesson/Workshop	Date
4.1 Learn to analyze factors that impact career decision-making and education career plans			
4.2 Develop skills to locate, evaluate, and interpret career information			

4.3 Experience the world of work			
PERSONAL AND SOCIAL DEVELOPMENT			
STANDARD 5: Students will develop the skills to understand and appreciate themselves and others.			
Competencies	Indicators	Program/Activity/Lesson/Workshop	Date
5.1 Acquire self-awareness and self-acceptance			
5.2 Demonstrate positive interpersonal and communication skills			
5.3 Demonstrate skills for personal safety and self-care			
STANDARD 6: Students will identify and utilize processes to set and achieve goals, make decisions, and solve problems.			
Competencies	Indicators	Program/Activity/Lesson/Workshop	Date
6.1 Acquire skills for goal setting, decision making, and problem solving			
6.2 Demonstrate the ability to use skills for goal setting, decision making, and problem solving			
STANDARD 7: Students will develop the knowledge and skills to become contributing citizens in a multicultural society and global economy.			
Competencies	Indicators	Program/Activity/Lesson/Workshop	Date
7.1 Develop and volunteer in community services projects			
7.2 Demonstrate acceptance and respect for cultural and ethnic diversity			

School Counseling Classroom Lesson Plan



Name of School			
School Counselor			
Date			
Objective(s):	What do you want students to know, believe and be able to do?		
FL Standard(s) addressed:			
ASCA Mindsets & Behaviors for College- and Career-Readiness Alignment with Florida Standard(s):			
<i>Indicate the grade level you plan to address and any standard in the cells below.</i>		Grade Level:	
Mindsets – Beliefs students have about themselves	*ACADEMIC	*CAREER	*SOCIAL/EMOTIONAL
1. Belief in development of whole self; including a healthy balance of mental, social/emotional and physical well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Self-confidence in ability to succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sense of belonging in the school environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Positive attitude toward work and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior Standards – Learning Strategies	*ACADEMIC	*CAREER	*SOCIAL/EMOTIONAL
1. Demonstrate critical-thinking skills to make informed decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use time-management, organizational and study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Apply self-motivation and self-direction to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Apply media and technology skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Set high standards of quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Identify long- and short-term academic, career and social/emotional goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Actively engage in challenging coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Gather evidence and consider multiple perspective to make informed decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Participate in enrichment and extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Behavior Standards – Self Management Skills		*ACADEMIC	*CAREER	*SOCIAL/ EMOTIONAL
1. Demonstrate ability to assume responsibility		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrate self-discipline and self-control		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrate ability to work independently		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrate ability to delay immediate gratification for long-term rewards		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrate perseverance to achieve long- and short-term goals		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate ability to overcome barriers to learning		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Demonstrate effective coping skills when faced with a problem		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrate the ability to balance school, home and community activities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrate personal safety skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrate ability to manage transitions/to adapt to situations/responsibilities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior Standards – Social Skills		*ACADEMIC	*CAREER	*SOCIAL/ EMOTIONAL
1. Use effective oral and written communications skills and listening skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Create positive and supportive relationships with other students		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Create relationships with adults that support success		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrate empathy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrate ethical decision-making and social responsibility		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use effective collaboration and cooperation skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Use leadership and teamwork skills to work effectively in diverse teams		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrate advocacy skills and ability to assert self, when necessary		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrate social maturity/behaviors appropriate to the situation and environment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials:				
Procedure:				

How do you know if the lesson was effective? How do you know if your objective was achieved?

Assessment	Process Data:	Identify the number of students who will participate
	Perception Data:	Knowledge: I know... Skills: I can... Attitudes: I believe...
	Outcome:	Record academic, attendance, or behavioral data impacted
Follow Up:		
Reflection:		

School Counseling Core Curriculum Action plan

Grade Level	Lesson Topic	Lesson Will Be Presented in Which Class/ Subject	Domain, Standard, Competency ASCA Mindsets & Behaviors	Curriculum and Materials	Projected Start / End	Process Data (Projected Number of Students Impacted)	Perception Data (Type of Surveys to be Used)	Outcome Data (Achievement, Attendance, and/or Behavior Data to be Collected)	Contact Person

Closing the Gap Action Plan Template

(School Name)

Year _____

Goal: _____

Target Group: _____

Data Used to Identify Students: _____

Counselor(s)	Domain, Standard, Competency	Types of Activities to be Delivered in What Manner?	Resources Needed	Process Data (Projected Number of Students Impacted)	Perception Data (Type of Surveys to be Used)	Outcome Data (Achievement, Attendance, and/or Behavior Data to be Collected)	Projected Start / End

Principal's Signature

Date

Prepared by

* Attach data, examples and documentation

Small Group Action Plan Template

Group Name: _____

Goal: _____

Target Group: _____

Data Used to Identify Students: _____

Counselor(s)	Domain, Standard, Competency	Outline of Group Sessions to be Delivered	Resources Needed	Process Data (Projected Number of Students Impacted)	Perception Data (Type of Surveys to be Used)	Outcome Data (Achievement, Attendance, and/or Behavior Data to be Collected)	Projected Start / End

Principal's Signature
Date
Prepared by

* Attach data, examples and documentation

Sample Letter
Invitation to School Counselor Advisory Committee

Dear _____,

The School Counseling Department at Westview K-8 School is committed to excellence in its comprehensive school counseling program. To help us achieve this goal, we are reaching out to business and industry representatives, community leaders, parents and teachers in our community by asking them to work with us in an advisory capacity to improve our program, curriculum and facilities.

We strongly believe that you are a community member who would make a valuable contribution to the program. We invite you to become a member of the Westview K-8 School Counselor Advisory Committee during the school year. By participating on this committee, you will have an opportunity to guide the School Counseling Department at Westview K-8 in preparing students for their future, while improving and promoting a comprehensive school counseling program.

The Westview K-8 School Counselor Advisory Committee meets three times each school year. The first meeting will be Monday, October 31 in Room 238. The other meeting times will be Monday, February 27 and Monday, May 21. The meeting will begin at 3:15 P.M. and end at 4 P.M.

Please indicate your willingness to serve on this committee by checking the appropriate box and signing where indicated. Return this letter to our office in the enclosed envelope or FAX to Lilian Angel at (904) 573-1087 by Friday, October 21. Please contact me at 573-1082 ext. 1113 if you have questions.

Sincerely,

Lilian T. Angel
School Counselor

Enclosures
Westview K-8 #274
angell@duvalschools.org
Phone: 904-573-1082 ext. 1113
Fax: 904-573-1087

Sample Agenda
School Counselor Advisory Committee

School Counselor Advisory Committee, Jacksonville Beach Elementary

Carla Crumley-Forest, School Counselor

Purpose: to increase awareness of the school counseling program at JBE, by inviting SCAC members to assist in program goals, provide support, offer advice, assess the current program, and recommend changes to the program.

Mission Statement:

It is the mission of Duval County School Counselors to deliver a multi-layered, comprehensive, and accountable school counseling program in which equity, access and academic success for ALL students is the focus (2003)

School Counseling Program at JBE – intentionally supports the mission and vision of JBE by providing a comprehensive program to assist students in all areas of academic, personal and social growth by partnering with parents, teachers, staff and community.

Agenda:

1. **Why do we have elementary school counselors?** (American School Counseling Association Standards, Florida's School Counseling Framework/ FL DOE). Ration of students to counselor ASCA recommends 250:1, national average 459:1, Duval 758:1, more itinerant counselors than full time; JBE 632:1
2. **How are needs assessed?** Needs assessment given to teachers, School Improvement plan data, parent needs assessment, other.
3. **Referral sources:** Teacher, parent, student self-referral, agency
4. **How are services delivered:** School Counseling Curriculum, Individual Student Planning, Responsive Services, System support (sample material)
5. **Sample Yearly Schedule/ Daily Schedule**
6. **How are services evaluated:** Counselor/Principal Agreement, new CAST system evaluation for school counselors, survey, Individual Professional Development Plan (IPDP)
7. **What I need from members of SCAC:** PR of the program, feedback on program goals

Sample Minutes
School Counselor Advisory Committee Meeting

Minutes October 31 3:15 – 4:00 PM

Introduction

- Overview of what School Counseling includes in and out of the classroom
- Makeup of Westview (population, demographics)
- Explanation of Title One and what is required
Mission
- All students have access to counseling designed to remove barriers
- Focuses on social/emotional needs
Attendance Intervention Meetings
- Explains what they are (5 or more absences in a month)

Roles of School Counselors

Mrs. Summers (K-3)

- Classroom Lessons
- Contact for MRT
- RtI (Explained and what teachers role and school counselors do)

Ms. Angel (4-8)

- Classroom Lessons
- GPA meetings with students
- EPET – plan for high school credit

Goals

- Help remove barriers
- Course recovery
- Help with personal goals

Responsive Measures provided

- Individual counseling
- Impact
- Help make future plans
- Remove barriers to learning
- Services provided to all students including (PLA, SCC, PI)

Processes and Procedures

- Full service referrals
- Mandatory laws that makes teacher and counselors report child abuse

Need

- Interest in starting Boys' Group at the school to work with a positive role model

Next Meeting February 27 at 3:15

Questions:

How do they track inclusion?

When is it determined if it is too challenging for the teachers or students?

Appendix E

School Counselor Evaluation

Duval County Public Schools
School Counselor Assessment System
September, 2015

School Counselor Performance Assessment System

The *School Counselor Performance Assessment* is aligned with the District Strategic Plan. The purpose of the evaluation system is to increase student learning growth by improving the quality of school counseling services.

Although school counselors are typically included in the teachers' bargaining unit and are, in that sense, considered teachers, their position is essentially different from those of teachers and must be described separately. The school counselor position involves many other responsibilities in addition to that of teaching students. School counselors work with other educators to insure student success, serving as a resource to individual students, teachers, parents and guardians, and the school as a whole. Although they do work with students, they do so as part of a larger program that also includes coordinating their work with colleagues and outside agencies to an extent that is not essential for classroom teachers.

The organization of the framework for school counseling closely follows that of the framework for teaching. The four domains for school counselor assessment are as follows:

- Planning, Preparation, and Delivery
- The Environment
- Data-Based Decision Making and Program Evaluation
- Professional Learning, Responsibilities, and Ethical Practice

School counselors will be evaluated by their direct supervisor each year. Supervisors of school counselors include school principals and assistant principals. For the purpose of this document, "administrator" refers to principals and assistant principals.

The process of evaluation utilizes the work of Charlotte Danielson which is based on contemporary research. The School Counselor Performance Assessment includes:

- A rubric with four ratings (Highly Effective, Effective, Needs Improvement/Developing, and Unsatisfactory)
- Implementation of four domains with 15 components which address the Florida Educator Accomplished Practices
- A process for new and struggling school counselors
- A Multi-metric system: 50% student growth, 45% performance evaluation, and 5% Individual Professional Development Plan*

Administrators responsible for supervising school counselors will be trained using the common language associated with the evaluation. Training of the school counselor performance domains and competencies, along with the evaluation process, will be held prior to the beginning of the upcoming school year and will be conducted annually to ensure that all administrators are knowledgeable of the school counselor evaluation protocols. A pre-requisite for attending the school counselor evaluation training will be completion of the teacher evaluation training which includes all of the FLDOE required training components. School counselors will receive training on the new evaluation tool in the first two months of the school year. The district school counselor professional development calendar includes ongoing opportunities for the continuous growth of school counselors' understanding and implementing the evaluation system.

The process for parental input is as follows:

1. The parent communicates with the counselor regarding issues or concerns;
2. If not resolved, the parent makes an appointment with the principal regarding the communication process;
3. If not resolved, the parent contacts the Cluster office regarding the communication process;
4. The principal will use information gathered during this process to assist in rating Component 2b.

School counselors will be assessed following the same guidelines and timelines as for classroom teachers as described below:

Note 1: If the observation is rated unsatisfactory by the assistant principal, the principal must initiate a formal observation.

Note 2: For first-year teachers, the formal observation process includes the review of state, local and teacher developed assessments.

Note 3: Principal will conduct the first and last formal observation and the assistant principal may conduct the mid-year and the informal observation (Category IV teacher).

***NOTE:** Per HB 7069, there may be changes to the metrics and/or percentages assigned to the multi-metric system. This information will be disseminated when any changes are approved.

Teacher Category	Criteria		Comment
Category I	1 – 3 years		New Teachers Teacher new to District
Category II	4 or more years teaching experience		
Category III	Developing or on previous evaluation system received a NI or Unsatisfactory in a domain or competency but not overall Unsatisfactory		
Category IV	Struggling Teacher (overall Unsatisfactory evaluation previous year)		
Teacher Category and Observation Schedule			
Category & Authorized Evaluator	Formal Observations (Announced) 30 minutes plus	Informal Observations (Unannounced) 15-25 minutes minimum	Summative Evaluation
Category I Principal / Asst. Principal	2 1 first semester & 1 second semester	2 yearly School-based administrators	1 st Semester & 2 nd Semester
Category II Principal / Asst. Principal	1	1-2 yearly School-based administrators	Annually
Category III Principal / Asst. Principal	2 1 first semester & 1 second semester	2 yearly (plus 1 per domain that receives NI or U) School-based administrators	Annually
Category IV Principal	3 2 first semester	1 yearly (for each domain that receives NI or U)	Annually

Evaluation Time Line Summary

Principals

During Pre-planning

- A group orientation will be held for all certificated personnel who will be evaluated by the Instructional Assessment System.
- An explanation will be given for the following: competencies, ratings, procedures, forms and student performance measures.
- An explanation of the student performance portion of the evaluation is to be included.
- A private conference will be held with each teacher who had an unsatisfactory evaluation the previous year.

By September 30th

- Conduct a formal observation for all Category IV teachers. Modify the Growth Plan by October 15th, if the formal observation reveals significant domain deficiencies or the timelines need to be adjusted.

By December 15th

- Observe and evaluate new teachers then conduct second observation for category IV teachers.

Principals/Assistant Principals

August through December

- Conduct a formal observation for all Category I and Category III teachers.

By January 14th or within two weeks of issuance of Letter of Potential Unsatisfactory Teacher- Whichever is earlier

- The "Potential Unsatisfactory Letter" teacher must be issued and a growth plan written.

January 30th

Implement a growth plan for any category of teacher who may receive an unsatisfactory evaluation.

- Conduct observations for Category II teachers.
- Conduct 2nd formal observations for Category I and III teachers.

Principals

By April 30th

Principal will conduct the 3rd observation for all Category IV teachers.

Principals/Assistant Principals

April 30th

Complete evaluations for all current unsatisfactory rated teachers. Each must have three pre- observation conferences, observations, and post conferences no later than April 30th. Have all teachers sign evaluation forms.

Notes

- Informal observations may be conducted by either the principal or the assistant principal.
- If an observation is rated unsatisfactory by the assistant principal, the principal must initiate a formal observation for the teacher.
- The principal must conduct the initial and final formal observation for all Category IV teachers.
- Assistant principals may complete evaluations for Category I, II, or III teachers who receive an overall “Effective or Highly Effective” rating on the evaluation.
- The principal will be part of all Growth Plan Team.
- The principal must complete two formal observation cycles for teachers who receive a “Potential Unsatisfactory Letter”. The first formal observation cycle is completed prior to the issuance of the “Potential Unsatisfactory Letter.” The second observation cycle is completed prior to determination of the success of the growth plan and final observation.

The following components are included in the annual School Counselor Performance Assessment:

Component One – Student Academic Performance (50% - 100 points possible)*

This component rates school counselors using the Florida Department of Education value added model for the student growth. The Research and Accountability office will translate the school statewide assessment scores (Reading and Mathematics) into a point value of between 0 and 100 based on the percent of students who meet growth criteria from pre- to post-assessment. If a school has more than one school counselor, this data will reflect just those students assigned to each counselor. The percentage of the final evaluation that will be based on student performance is 50% for all school counselors, including first year counselors. (Year One data – 2012-13; Year Two data – 2012-13 and 2013-14; Year Three data – 2012-13, 2013-14, and 2014-15 – three years of data.)

Component Two – School Counselor Performance (45% - 90 points possible)*

This component rates school counselors as to how they perform in the domains of planning, preparation, and delivery; environment; data-based decision making and program evaluation; and professional learning, responsibility, and ethical practice. Included in this component are the school counselor observation tools. The ratings assigned to each domain are highly effective, effective, developing/needs improvement, or unsatisfactory.

Component Three – Individual Professional Development Plan (IPDP) (5% - 10 points possible)*

This component rates school counselors on their development of, implementation, and reflection of their Individual Professional Development Plan. The plan is developed on a yearly basis for the purpose of professional learning and growth.

Final Performance Evaluation and Overall Rating*

The school counselor’s evaluation score assigned by the administrator (up to 90 points – administrator, 10 points – IPDP) will be combined with the student growth score (up to 100 points as determined by the Accountability and Assessment Office) for a maximum combined possible score of 200 points. The cut scores for overall ratings are listed below:

160- 200	Highly Effective
80 – 159	Effective
45 – 79	Needs Improvement/Developing
0 – 44	Unsatisfactory

***NOTE:** Per HB 7069, there may be changes to the metrics and/or percentages assigned to the multi-metric system. This information will be disseminated when any changes are approved.

Improvement Plans

The evaluation system supports the district and school improvement plans in several ways.

- 1) The Individual Professional Development Plan (IPDP), a plan which counselors must develop and complete yearly is part of the documentation used for Domains 1 and 3 in the school counselor evaluation system. The IPDP is based on school improvement goals which are based on student performance data.
- 2) 50% of the evaluation is based on student performance. Student performance data is given to the principals to develop their school improvement plans.
- 3) Professional development activities, both at the school and district level, are designed from student performance data and counselor evaluation data.

Continuous Improvement

Results of the school counselor assessment will be collected in the Evaluation portal from which reports on the ratings of domains and competencies will be generated. These reports will be used for the following:

- A. to provide feedback to school counselors via post-observation conferences,
- B. to plan professional development for school counselors – the results will be shared with the district school counseling office and Professional Development which will align the evaluation results with Master In-service Plan components to train school counselors in the areas in which growth is needed.
- C. to develop a professional growth plan to improve performance based on the assessment for school counselors with an overall rating of Needs Improvement.

Annual Report

Each year a report describing the status of the implementation of the evaluation system will be prepared. Data will be gathered from the evaluation portal and analyzed by the Research and Accountability Office. The information will be disseminated among the stakeholders for review.

Personnel Records

The school counselor and administrator sign the Summative Performance Evaluation form and forward it to the Human Resources Department for inclusion in the school counselor's personnel folder. The school counselor receives the original copy and the administrator maintains a copy of the summative form and supporting documentation.

**Individual Professional Development Plan (IPDP)
Planning Template**

STUDENT ACHIEVEMENT DATA					
Review classroom-level disaggregated student achievement data for students currently assigned to you. Select your identified student group based on the following: your data analysis, School Improvement Plan, school initiatives, team goals, and the results from your previous year's IPDP. Both formative and summative data may be included. Behavioral data may also be included. <i>*School Counselor Entries</i>					
Identified Target Group <i>*Focus of the Plan</i>	Assessment Type <i>*Data Elements</i> (right click to add rows if needed)	Current Score Average <i>*Baseline</i>	Goal	Mid-Year Score (as needed)	Final Score Average <i>*Final Results</i>
<i>Counselors include target group and focus of the plan here.</i>					
STUDENT ACHIEVEMENT SMART GOAL					
Your Student Achievement SMART Goal (<u>S</u> trategic and <u>S</u> pecific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-based, <u>T</u> ime-bound) must be specific to the student group you have identified and indicate measurable improvements that are expected in student achievement as a result of your professional learning.					
At least	<i>numerical data</i>	of my identified target group	<i>% or description of how the group is expected to perform</i> <i>*will increase or decrease by %</i>	on the	<i>assessment type</i> <i>*data element(s)</i>
EDUCATOR PROFESSIONAL LEARNING GOALS					
Your Professional Learning Goals will reflect the individual professional development you need to meet your Student Achievement SMART Goal and other professional practice needs. It will be helpful to reflect on the results of last year's IPDP as you develop your learning goals for this year. Additional professional learning needs may be identified when you meet with your administrator to review your IPDP.					
PROFESSIONAL LEARNING OBJECTIVES					
To address my Student Achievement SMART Goal and Professional Learning Goals, I will complete the following specific professional learning:					
Professional Learning (a minimum of two are required-right click to add rows if needed)		Implementation Plans	Anticipated Date of Completion	Actual Date of Completion	

CHANGES IN EDUCATOR'S PRACTICES How did the professional learning objectives you completed align with your intended goals? Discuss how you changed your professional practices as a result of your professional learning.
RESULTS Describe how students improved as a result of your professional learning and its application in your classroom. Consider the results of summative as well as formative assessments, including teacher observations, linked with the Student Achievement SMART Goal.

Duval County Public Schools School Counselor Assessment Rubric

Category: I II III IV

Counselor Name/PIN:

Observer Name:

PLANNING, PREPARATION AND DELIVERY				
DOMAIN 1 30%	Unsatisfactory 0 points	Developing/Needs Improvement 1 point	Effective 3 points	Highly Effective 5 points
1a. Demonstrates knowledge of child and adolescent development. Component weight: 10%	The counselor displays no knowledge of students' backgrounds, cultures, skills, learning styles, language proficiencies, interests and special needs, and does not seek such understanding. <input type="checkbox"/>	The counselor displays limited knowledge of students' backgrounds, cultures, skills, learning styles, language proficiencies, interests and special needs. <input type="checkbox"/>	The counselor actively seeks knowledge of students' backgrounds, cultures, skills, learning styles, language proficiencies, interests and special needs, and applies this knowledge for individual students. <input type="checkbox"/>	The counselor actively seeks knowledge of students' backgrounds, cultures, skills, learning styles, language proficiencies, interests and special needs, and applies this knowledge systematically to assist sub-groups of students. <input type="checkbox"/>
Elements <u>may</u> include: Knowledgeable about counseling, behavior intervention, mental health, personal/social skill development, academic and career programs, and programs for students with special needs; selection of appropriate curriculum and activities for age groups; assists staff, parents and students in understanding how students learn in different ways; utilizes knowledge of child developmental stages to recommend intervention strategies that are appropriate; encourages staff to use this information when evaluating student progress				
1b. Measurable goals for the counseling program are appropriate to the setting and the students served, and are aligned with the <u>Duval County District School Counseling Plan</u> and the <u>Florida's School Counseling Framework</u> . Component weight: 10%	The counselor's individual goals do not align and/or are inappropriate to either the setting or the students served. <input type="checkbox"/>	The counselor's individual goals are limited in their alignment and are usually appropriate to the setting and/or students served. <input type="checkbox"/>	The counselor's individual goals align and are appropriate to either the situation and/or the students served. There is evidence that the goal planning involved the use of data. The counselor adjusts his or her goals based on the outcome data. <input type="checkbox"/>	The counselor's individual goals align and are appropriate to the setting and/or the students served. There is evidence that the goal planning involved the use of data. The counselor adjusts his or her goals based on the outcome data. Counselor engages students, staff, and other stakeholders in development of goals. <input type="checkbox"/>
Elements <u>may</u> include: Annual School Counselor/Administrator Agreement, measurable program goals (including IPDP) based on needs assessments and student data, school counselor's activity schedule with competencies addressed, master school counseling calendar, Program Planning Worksheet, School Counseling Advisory Council meeting minutes				
1c. Implements school counseling program activities that align with measurable program goals (indicator 1b.). Component weight: 10%	The counseling program consists of a random collection of unrelated activities, lacking coherence or overall structure. <input type="checkbox"/>	The counseling program includes a limited number of activities that align with program goals. <input type="checkbox"/>	The majority of counseling program activities align with program goals and serves to support the students individually and in groups. <input type="checkbox"/>	The counseling program activities include a variety of activities that align with program goals and serve to support the students individually and in groups. <input type="checkbox"/>
Elements <u>may</u> include: evidence-based school counseling curriculum lesson and/or activity plan; sample PowerPoint and other media materials; evidence of collaboration with school staff to integrate school counseling curriculum into courses, programs and school events; evidence of parent presentations; leads, facilitates, or participates in a variety of school-wide programs that support academic, career and/or personal/social development; School Counseling Advisory Council meeting minutes				

DUVAL COUNTY PUBLIC SCHOOLS
SCHOOL COUNSELOR ASSESSMENT RUBRIC

Category: I II III IV
 Counselor Name/PIN:

School:
 Date of Observation: Observer Name:

Start Time:
 End Time:

ENVIRONMENT

DOMAIN 2 20%	Unsatisfactory 0 points	Developing/Needs Improvement 1 point	Effective 3 points	Highly Effective 5 points
<p>2a. Creates an environment of respect and rapport.</p> <p>Component weight: 5%</p>	<p>The counselor makes no attempt to build rapport with students. The counselor has no behavioral expectations established for individual, class, group, and counseling interactions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor makes attempts to build rapport with students. The counselor establishes inconsistent behavioral expectations in individual, class, group, and counseling interactions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor builds rapport with students, establishes clear behavioral expectations, and frequently enforces acceptable standards of student behavior for individual, class, group, and counseling interactions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor has good rapport with students. Students seek out the counselor, reflecting a high degree of comfort and trust. The counselor consistently enforces acceptable standards of student behavior in class, individual, group, and counseling interactions.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: The counselor attempts to maintain a positive atmosphere: makes eye contact with students; smiles, uses positive tone of voice, and calls students by name; acknowledges the presence of students with positive remarks or questions; communication with students is not disrespectful or condescending; maintains a climate of respect between the student and the counselor by encouraging student input, achievement, and effort; listens attentively to student remarks; acknowledges ideas or opinions positively; displays regard for student questions by answering promptly or giving an appropriate deferment; praises, by word or deed, student effort as well as student achievement</p>				
<p>2b. Establishes a culture for productive verbal, non-verbal, and written communication.</p> <p>Component weight: 5%</p>	<p>The counselor makes no attempt to establish a culture for productive communication in the school as a whole, with students, teachers, parents, and other stakeholders.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor attempts to promote a culture of productive communication by providing limited or inaccurate information to students, teachers, parents, and other stakeholders.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor promotes a culture of productive communication by providing accurate information to students, teachers, parents, and other stakeholders utilizing a variety of methods.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor takes a leadership role in facilitating a culture of accurate, collaborative, productive and respectful communication among students, teachers, parents, or stakeholders utilizing a variety of methods.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: collaborates and communicates with other stakeholders; variety of communication tools (e.g., flyers, letters, newsletters, informational websites, Parent Link, blogs); establishes professional interactions with teachers and school personnel; communication is not disrespectful or condescending</p>				
<p>2c. Manages routines and procedures.</p> <p>Component weight: 5%</p>	<p>The counselor's routines for the school counseling office and access to the counselor's services are nonexistent or in disarray.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor has rudimentary and partially successful routines for the school counseling office and access to the counselor's services.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor's routines for the school counseling office work effectively. The procedures established for access to the counselor's services are communicated to students and staff and are implemented.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor's routines for the school counseling office work effectively. The procedures established for accessing the counselor's services are clearly communicated and implemented consistently to a variety of stakeholders.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: weekly calendar; master school counseling program calendar; use of time management technology to demonstrate time spent in providing direct services to students; participation logs; school counselor referrals; communication tools, such as brochures, website, posted procedures, newsletters, faculty presentations</p>				
<p>2d. Demonstrates knowledge of information and resources within the school, district, and the community.</p> <p>Component weight: 5%</p>	<p>The counselor has no familiarity with resources available for students and other stakeholders through the school, district, and community.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor has limited knowledge of information and resources available for students through the school, district, and community.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor has extensive knowledge of information and resources available for students through the school, district, and community.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor has extensive knowledge of information and resources available within the school, district, and community. The counselor seeks out additional sources to better serve students and families.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: evidence that stakeholders have access to a variety of current resource material (print and digital); referrals to: school-based student assistance teams, educational support & mentoring programs, alternative educational programs and community agencies, resources and services; counselor can access information on school/district/state/federal policies and procedures</p>				

DUVAL COUNTY PUBLIC SCHOOLS
SCHOOL COUNSELOR ASSESSMENT RUBRIC

Category: I II III IV
 Counselor Name/PIN:

School:
 Date of Observation: Observer Name:

Start Time:
 End Time:

DATA-BASED DECISION MAKING AND PROGRAM EVALUATION				
DOMAIN 3 30%	Unsatisfactory 0 points	Developing/Needs Improvement 1 point	Effective 3 points	Highly Effective 5 points
<p>3a. Assesses student needs.</p> <p>Component weight: 7.5%</p>	<p>The counselor does not assess student needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor uses limited data sources to assess student needs and is somewhat aware of the range of student needs in the school.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor uses a variety of qualitative and/or quantitative data sources and applies technology to assess student needs. The counselor is aware of the range of student needs in the school.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor applies technology to organize and integrate a variety of qualitative and/or quantitative data sources. The counselor conducts detailed and individualized assessments to determine student needs, and to contribute to program planning.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: Utilization of various data sources (e.g. attendance, discipline referrals, grades, promotion retention data, AP potential, RtI data, standardized assessments, needs assessments and surveys, observations); evidence of action plans based on identified student needs (e.g. under-served, under-performing, under-represented, achievement levels, progress towards promotion and graduation)</p>				
<p>3b. Assists students in the formulation of academic, personal/social, and college/career goals and plans, based on knowledge of student needs.</p> <p>Component weight: 7.5%</p>	<p>The counselor does not attempt to help students formulate academic, personal/social and college/career goals and plans.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor's attempts to help students formulate academic, personal/social and college/career goals and plans are limited and may not address all three areas.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor uses a variety of effective strategies to help groups of students formulate academic, personal/social and college/career goals and plans.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor uses a variety of effective strategies to help groups of students formulate academic, personal/social and college/career goals and plans. The counselor collaborates with teachers to provide follow up and support to students in monitoring their goals.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: academic advisement records; goal-setting, decision-making, and/or problem solving lesson/activity plans; MT, EP, IEP, 504, AIT documentation; IACP (grades 5 and 6), Career Cruisers (grade 7), 4-year plans (grades 8-12); career interest inventories; college and career readiness resources and materials; participation logs; individual and small groups counseling logs</p>				
<p>3c. Utilizes data in monitoring and evaluating counseling interventions and student progress.</p> <p>Component weight: 7.5%</p>	<p>The school counselor does not analyze or disaggregate data to monitor and evaluate counseling interventions and student progress.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The school counselor does not consistently analyze and disaggregate data to monitor and evaluate counseling interventions and student progress.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The school counselor consistently analyzes and disaggregates data to monitor and evaluate counseling interventions and student progress, and can demonstrate how data is used to make informed decisions about counseling interventions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The school counselor consistently analyzes and disaggregates data to monitor and evaluate counseling interventions and student progress, demonstrates how data is used to make informed decisions, and can tie counseling interventions to measurable student achievement.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: IPDP; academic advisement records; review and analysis of report card grades, FCAT, promotion retention, graduation rates, post secondary readiness; academic and/or behavioral contracts</p>				
<p>3d. Evaluates the school's comprehensive counseling program in alignment with the <u>Duval County District School Counseling Plan</u> and <u>Florida's School Counseling Framework</u>, and reflects on practice.</p> <p>Component weight: 7.5%</p>	<p>The counselor has no process or plan to evaluate the school's comprehensive counseling program.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor's evaluation plan shows limited alignment. The plan contains few attempts to reflect and cites some examples that were not fully successful.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor's evaluation plan is in alignment. The counselor can cite examples (both successful and unsuccessful), sources of evidence, and reflection indicates a plan for improving the program. Stakeholders provided input into the plan.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor's evaluation plan is fully aligned. The counselor can cite examples (both successful and unsuccessful), sources of evidence, and reflection indicates a plan for improving the program. A variety of stakeholders provided input into the plan.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: Pre/Post results measuring student learning gains and effectiveness of a presentation/activity, survey results, School Counselor Advisory Council meeting minutes, action plans, IPDP results</p>				

**DUVAL COUNTY PUBLIC SCHOOLS
SCHOOL COUNSELOR ASSESSMENT INSTRUMENT**

Category: I II III IV

School:

Start Time:

Counselor Name/PIN:

Date of Observation:

Observer Name:

End Time:

PROFESSIONAL LEARNING, RESPONSIBILITY, AND ETHICAL PRACTICE

DOMAIN 4 20%	Unsatisfactory	Developing/Needs Improvement	Effective	Highly Effective
	0 points	1 point	3 points	5 points
<p>4a. Maintains accurate records and when applicable submits in a timely manner.</p> <p>Component weight: 6%</p>	<p>The counselor's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion. The counselor fails to comply with school and district regulations and timelines.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor's systems for maintaining both instructional and non-instructional records are only partially effective. The counselor complies minimally with school and district regulations, doing just enough to get by.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. The counselor complies fully and voluntarily with school and district regulations. Performs with minimum supervision.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. These records are used collaboratively with stakeholders. The counselor complies fully and voluntarily with school and district regulations.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: academic advisement records, plans for small groups and classroom guidance, log of counseling sessions, student attendance in counseling activities, problem solving teams documentation, recordkeeping for compliance responsibilities (e.g. MT, IEP, 504, ESOL, AIT), compliance with school and district regulations</p>				
<p>4b. Participates in a professional community.</p> <p>Component weight: 4%</p>	<p>The counselor is not involved in school and district events and projects and has ineffective relationships with colleagues.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor does not readily participate in school and district events and projects and maintains professional relationships with colleagues.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor participates actively in school and district events and projects and maintains professional and productive relationships with colleagues.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: Participation on school leadership teams and committees, participation with education and community-based agencies, participation in professional school counselor and teacher organizations, establishes and maintains professional relationships with colleagues</p>				
<p>4c. Pursues professional growth & development.</p> <p>Component weight: 4%</p>	<p>The counselor does not participate in professional development activities, even when needed for the enhancement of skills. The counselor does not share information with colleagues and is resistant to feedback.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor participates in professional development activities and makes limited efforts to share information with colleagues. The counselor reluctantly accepts feedback.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor seeks out opportunities for professional development based on individual needs and shares expertise with others. The counselor is receptive to feedback.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor actively pursues professional development opportunities and effectively shares information with colleagues. The counselor seeks out feedback from stakeholders to enable the counselor to develop professionally.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: participation in professional school counselor and teacher organizations, conferences, workshops, and professional learning communities; presentations to a variety of stakeholders</p>				
<p>4d. Shows professionalism.</p> <p>Component weight: 6%</p>	<p>The counselor inconsistently adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality.</p> <p>The counselor has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor strives to adhere to standards for professional conduct and overall performance requirements, including attendance and punctuality.</p> <p>The counselor strives to develop behaviors that model the values of respect, responsibility, honesty and integrity. However, he or she requires some support supervision.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality.</p> <p>The counselor demonstrates behaviors that model the values of respect, responsibility, honesty and integrity. Performs with minimum supervision.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The counselor adheres to and models standards of professional conduct and overall performance requirements, including attendance and punctuality.</p> <p>Community, families, and students are aware that the counselor models the values of respect, honesty and integrity. The counselor works cooperatively with school staff and actively encourages colleagues to do so. Performs with minimum supervision.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Elements <u>may</u> include: integrity and ethical conduct, advocacy, punctuality, demonstrates logical thinking and practical decision making, maintains appropriate confidentiality in his/her interactions, deals positively and objectively with professionally related problems, promotes calm during emotional situations, accepts constructive criticism and redirection</p>				

Duval County Public Schools Individual Professional Development Plan Rubric


DCPS Individual Professional Development Plan Rubric

Domain I Student Achievement Data				
	Unsatisfactory (0 Points)	Developing/Needs Improvement (.4 Point)	Effective (1.2 Points)	Highly Effective (2 Points)
1.1.1. Individual Needs Assessment 1.1.2. Administrator Review	Based on available data (formal or informal assessments) the educator's IPDP: <ul style="list-style-type: none"> Includes no evidence indicating use of classroom-level disaggregated student achievement data to identify student focus group(s). Does not identify student focus group(s) within a class/section for targeted instruction. Does not use data to analyze his/her professional practice to determine learning needs. 	Based on available data (formal or informal assessments) the educator's IPDP: <ul style="list-style-type: none"> Includes limited evidence indicating use of classroom-level disaggregated student achievement data to identify student focus group(s) Uses one source of student data to make professional development decisions. Uses limited data to analyze his/her practice to determine professional learning needs. 	Based on available data (formal or informal assessments) the educator's IPDP: <ul style="list-style-type: none"> Includes adequate evidence indicating use of classroom-level disaggregated student achievement data to identify student focus group(s) Uses two sources of student data to make professional development decisions. Uses data to analyze his/her practice to determine professional learning needs. 	Based on available data (formal or informal assessments) the educator's IPDP: <ul style="list-style-type: none"> Includes convincing* evidence indicating use of data including classroom-level disaggregated student achievement data to identify student focus group(s) Uses three or more sources of student data to make professional development decisions. Uses data to analyze his/her practice to determine professional learning needs, building on prior year's professional development
	□	□	□	□
	*Convincing evidence includes classroom-level disaggregated student achievement data (informal and formal), school initiatives, School Improvement Plan, school and team goals and/or the results from the previous year's IPDP. Both formative and summative data may be included as well as behavioral data.			
Domain II Student Achievement SMART Goal	Unsatisfactory (0 Points)	Developing/Needs Improvement (.4 Point)	Effective (1.2 Points)	Highly Effective (2 Points)
	The educator's IPDP S.M.A.R.T goal: <ul style="list-style-type: none"> Is not specific to student group(s) identified. Does not indicate measurable improvements that are expected as a result of the educator's professional learning. Is dependent upon results that may be received beyond the school year. 	The educator's IPDP S.M.A.R.T goal: <ul style="list-style-type: none"> Is specific to the student group(s) identified. Indicates inadequate or unrealistic measurable student achievement improvements that are expected of identified student group(s) as a result of the educator's professional learning. Is dependent upon results that may be received beyond the school year. 	The educator's IPDP S.M.A.R.T goal: <ul style="list-style-type: none"> Is specific to the student group(s) identified. Indicates measurable student achievement improvements that are expected of identified student group as a result of the educator's professional learning. Provides a timeframe that allows for formative evaluation and necessary modifications during the year 	The educator's IPDP S.M.A.R.T goal: <ul style="list-style-type: none"> Is specific to the individual students and student group(s) identified. Indicates measurable student achievement improvements that are expected of identified student group(s) as a result of the educator's professional learning. Provides a timeframe that allows for formative evaluation and necessary modifications during the year and is relevant to school, district, and or team/department initiatives.
	□	□	□	□
Discussion Points:	1. How was student achievement data reviewed and disaggregated? 2. How will the goal(s) be accomplished? 3. What outcomes (student/educator) would indicate success for both students and educator?			
Domain III Professional Learning Goals	Unsatisfactory (0 Points)	Developing/Needs Improvement (.2 Point)	Effective (.6 Points)	Highly Effective (1 Points)
3a: Educator Professional Learning Goal(s) 1.1.3. IPDP	The educator's learning goal(s): <ul style="list-style-type: none"> Does not reflect the individual professional development needed to meet the identified S.M.A.R.T. Goal. Does not connect the achievement needs of the students to the educator's professional learning needs. Does not include research-based best practices and strategies. 	The educator's learning goal(s): <ul style="list-style-type: none"> Does not consistently reflect the individual professional development needed to meet the identified S.M.A.R.T. Goal. Attempts to connect the achievement needs of the students to the educator's professional learning needs. Includes limited research-based best practices and strategies. 	The educator's learning goal(s): <ul style="list-style-type: none"> Reflects the individual professional development needed to meet the identified S.M.A.R.T. Goal. Connects the achievement needs of the students to the educator's professional learning needs. Includes research-based best practices and strategies. 	The educator's learning goal(s): <ul style="list-style-type: none"> Reflects the individual professional development needed to meet the identified S.M.A.R.T. Goal. Connects the achievement needs of the students to the educator's professional learning needs. Includes research-based best practices and strategies Reflects on the prior year's IPDP and or professional learning experiences to develop the current year's learning goals. Connects to educator's certification needs.
	□	□	□	□
Discussion Points	1. Describe the professional learning in which you plan to participate. 2. What is the research basis that shows how the professional learning will contribute to greater student learning? 3. What practices will you need to enhance/develop to contribute to student achievement goals?			


Domain III Professional Learning Goals				
	Unsatisfactory (0 Points)	Developing/Needs Improvement (.2 Point)	Effective (.6 Points)	Highly Effective (1 Points)
3b: Related Professional Objectives and Learning Activities 1.2.1. Learning Communities 1.2.3. Learning Strategies 1.2.4. Sustained Professional Learning	The educator provides little or no documentation to support: <ul style="list-style-type: none"> On-going participation in professional learning (i.e., PLCs, webinars, professional readings, data analysis) aligned with individual, school and district goals for student achievement. Professional learning that is focused on developing content knowledge and research-based instructional strategies and interventions aligned with district and state initiatives. Professional learning that uses strategies aligned with the educator's goals and objectives. 	The educator provides limited documentation to support: <ul style="list-style-type: none"> On-going participation in professional learning (i.e. PLCs, webinars, professional readings, data analysis) aligned with individual, school and district goals for student achievement. Professional learning that is focused on developing content knowledge and research-based instructional strategies and interventions aligned with district and state initiatives. Professional learning that uses strategies aligned with the educator's goals and objectives. 	The educator provides adequate documentation to support: <ul style="list-style-type: none"> On-going participation in professional learning (i.e. PLCs, webinars, professional readings, data analysis) aligned with individual, school and district goals for student achievement. Professional learning that is focused on developing content knowledge and research-based instructional strategies and interventions aligned with district and state initiatives. Professional learning that uses strategies aligned with the educator's goals and objectives. 	The educator provides extensive documentation to support: <ul style="list-style-type: none"> On-going participation in professional learning (i.e. PLCs, webinars, professional readings, data analysis) aligned with individual, school and district goals for student achievement. Professional learning that is focused on developing content knowledge and research-based instructional strategies and interventions aligned with district and state initiatives. Professional learning that uses strategies aligned with the educator's goals and objectives.
	□	□	□	□
Discussion Points:	1. Discuss your professional learning experiences (learning communities, content-based learned strategies, peer/mentoring, coaching, alignment to school/team goals and or initiatives, etc.)			
Domain IV Professional Learning and Instructional Strategies	Unsatisfactory (0 Points)	Developing/Needs Improvement (.4 Point)	Effective (1.2 Points)	Highly Effective (2 Points)
Implementation of Learned Professional Practices 1.3.1. Implementation of Learning 1.3.2. Coaching and Mentoring 1.2.5. Use of Technology 1.3.3. Web-based Resources	The educator's documentation indicates that the educator: <ul style="list-style-type: none"> Does not apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve his/her practice. Does not accept support from a coach, peer, and/or mentor Does not change his/her practice(s) after coach, peer, and/or mentor support. Utilizes little or no technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices. 	The educator's documentation indicates that the educator: <ul style="list-style-type: none"> Applies a minimal amount of the newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice. Accepts limited support from a coach, peer, and/or mentor (as needed) with implementation of professional learning. Has limited success in attempting to change his/her practice(s) after coach, peer, and or mentor support. Utilizes limited technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices. 	The educator's documentation indicates that the educator: <ul style="list-style-type: none"> Applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice. Seeks support (as needed) from a coach, peer, and/or mentor with implementation of professional learning. Successfully changes his/her practice(s) after coach, peer, and/or mentor support. Utilizes a few technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices. 	The educator's documentation indicates that the educator: <ul style="list-style-type: none"> Applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice. Seeks support (as needed) from a coach, peer, and/or mentor with implementation of professional learning. Successfully changes his/her practices after coach, peer, and/or mentor support and is available to serve as a mentor or peer coach, providing colleagues with support to implement professional learning. Utilizes multiple forms of technology and web-based resources (as available) to support and enhance newly acquired knowledge, skills, and practices.
	□	□	□	□
Discussion Points:	1. How did the professional learning objectives you completed align with you intended goals? 2. Describe how technology was used in the received professional learning and classroom implementation. 3. Describe any coaching or mentoring your received and or provided following your professional learning. 4. How did your professional practice changes as a result of your professional learning?			

Domain V Professional Learning	Unsatisfactory (0 Points)	Developing/Needs Improvement (.4 Point)	Effective (1.2 Points)	Highly Effective (2 Points)
Results/Changes in Educator Practices 1.4.2 Changes in Educator Practice 1.4.3 Changes in Students 1.4.4 Evaluation Methods	<ul style="list-style-type: none">Does not document and evaluate the impact of all professional learning on his or her practice.Does not determine the degree to which his or her professional learning contributed to student performance gains as measured by assessment data.	<ul style="list-style-type: none">Provides little evidence of evaluating the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice, work samples, peer visits, and/or professional portfolios.Provides little evidence that determines the impact to which his or her professional learning contributed to student performance gains as measured by assessment data.	<ul style="list-style-type: none">Provides adequate evidence of evaluating impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.Provides adequate evidence that determines the impact to which his or her professional learning contributed to student performance gains as measured by assessment data.	<ul style="list-style-type: none">Provides extensive evidence of evaluating of impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.Clearly determines the degree his or her professional learning contributed to student performance gains as measured by assessment data.
Results/Changes in Educator Practices 1.4.2 Changes in Educator Practice 1.4.3 Changes in Students 1.4.4 Evaluation Methods	<ul style="list-style-type: none">Does not use summative and formative data from state or national standardized student achievement measures, when available, or other measures* of student learning and behavior to assess the impact of professional learning.	<ul style="list-style-type: none">Provides little evidence of using summative and formative data from state or national standardized student achievement measures, when available, or other measures* of student learning and behavior to assess the impact of professional learning.	<ul style="list-style-type: none">Provides adequate evidence of using summative and formative data from state or national standardized student achievement measures, when available, or other measures* of student learning and behavior to assess the impact of professional learning.The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop and revise professional learning goals based on student performance results and documented teaching practice.	<ul style="list-style-type: none">Provides extensive evidence of using summative and formative data from state or national standardized student achievement measures, when available, or other measures* of student learning and behavior to assess the impact of professional learning.The educator uses the results of the IPDP evaluation as part of a continuous improvement process to develop and revise professional learning goals based on student performance results and documented teaching practice.
	□	□	□	□
	*District achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work			
Discussion Points:	Discussion Points: 1. In considering the results of summative as well as formative assessments, including teacher observations, linked with the Student Achievement SMART Goal, how did students improve as a result of your professional learning and its application to your classroom?			

Pre-observation Conference Tool for Counselors

 <p>DUVAL COUNTY PUBLIC SCHOOLS</p>	<p style="text-align: center;">PRE-OBSERVATION CONFERENCE TOOL</p> <p>(PLEASE NOTE: The school administrator and counselor complete this form together during the conference. The counselor must be prepared to respond to the questions during the conference.)</p>
School Counselor Name:	Observation Date:
School Name:	Counseling Activity Observed:
Location:	
<p><i>Provide brief answers (bullet points or narrative) to each question.</i></p>	
1. Describe the counseling activity. What is/are your counseling objective(s)?	
2. How is/are the counseling objective(s) aligned with your school counseling program goals, the <i>District School Counseling Plan</i> and/or <i>Florida's School Counseling Framework</i> ?	
3. What things did you consider when planning this counseling activity (e.g., data, previous activities, etc.)?	
4. How did you become familiar with your students' skills, knowledge, individual interests and cultural backgrounds?	
5. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect.	
<p>Strategies, Activities and Resources</p>	
6. What teaching and/or counseling strategies will you use to implement this activity? What resources will be utilized? Why did you choose these strategies and resources?	
7. How will you know if your counseling activity objective(s) was/were achieved?	
<p>Other</p>	
8. Please explain any special situations or circumstances of which the observer might need to be aware.	
9. The observer will provide feedback on this activity. Are there specific areas you would like the observer to look for/focus on?	


Post-observation Conference Tool Guiding Questions for Counselors

 <p>DUVAL COUNTY PUBLIC SCHOOLS</p>	<p>POST-OBSERVATION CONFERENCE TOOL</p> <p>(Counselor must be prepared to answer the following questions. Space is provided if needed for counselor notes.)</p>
School Counselor Name:	Observation Date:
School Name:	Counseling Activity Observed:
Location:	

Provide brief answers (bullet points or narrative) to each question.

<p>1. Do you feel you successfully achieved the objective(s) of this counseling activity? Why/why not? What data support your answer to the previous question?</p>
<p>2. What do you feel worked well and what would you refine if you were to engage in this activity again?</p>
<p>3. Based on the outcome(s) of this activity, what are your next steps?</p>
<p>4. As you reflect over this observation cycle, what ideas or insights are you discovering about your counseling skills? (Think specifically about your Individual Professional Development Plan)</p>

Post-observation Conference Tool for Counselors

 DUVAL COUNTY PUBLIC SCHOOLS	OBSERVATION SUMMARY (To be completed by school administrator during post-observation conference).
School Counselor Name:	Observation Date:
School Name:	Counseling Activity Observed:
Location:	

Provide brief answers (bullet points or narrative) to each question.

STRENGTH OF COUNSELING ACTIVITY
AREA(S) OF FOCUS
NEXT STEPS
Teacher's signature: _____ Date: _____
Administrator/evaluator's signature: _____ Date: _____

SCHOOL COUNSELOR OBSERVATION/SUMMATIVE EVALUATION
2015-16
Duval County Public Schools

Counselor Name:

P.N.

RC:

Date:

Component	Rating	Points
1a. Demonstrates knowledge of child and adolescent development.		
1b. Measurable goals for the counseling program are appropriate to the setting and the students served, and are aligned with the <u>Duval County District School Counseling Plan</u> and the <u>Florida's School Counseling Framework</u> .		
1c. Implements school counseling program activities that align with measurable program goals.		
2a. Creates an environment of respect and support.		
2b. Establishes a culture for productive verbal, non-verbal, and written communication.		
2c. Manages routines and procedures.		
2d. Demonstrates knowledge of information and resources within the school, district, and community.		
3a. Assesses student needs.		
3b. Assists students in the formulation of academic, personal/social, and college/career goals and plans, based on knowledge of student needs.		
3c. Utilizes data in monitoring and evaluating counseling interventions and student progress.		
3d. Evaluates the school's comprehensive counseling program in alignment with the <u>Duval County District School Counseling Plan</u> and the <u>Florida's School Counseling Framework</u> , and reflects on practice.		
4a. Maintains accurate records and when applicable submits in a timely manner.		
4b. Participates in a professional community.		
4c. Pursues professional growth and development.		
4d. Shows professionalism.		
Observation Evaluation Score		
Domain I – Student Achievement Data		
Domain II – Student Achievement SMART Goal		
Domain III – Professional Learning Goals – 3a: Educator Professional Learning Goal(s)		
Domain III – Professional Learning Goals – 3b: Related Professional Objectives and Learning Activities		
Domain IV – Professional Learning and Instructional Strategies – Implementation of Learned Professional Practices		
Domain V – Professional Learning – Results/Changes in Educator Practices		
IPDP Evaluation Score		

Accepted:

 Counselor Signature and Date

 Administrator Signature and Date

Not Accepted: My signature below evidences the receipt of this document only. I have read this document and understand its content.

 Counselor Signature and Date

PLEASE NOTE: THE OVERALL RATING AND SCORE REPRESENT 50%+ OF THE SUMMATIVE EVALUATION. THE STUDENT GROWTH SCORE WILL BE COMBINED WITH THE SCORE ON THIS FORM WHICH WILL RESULT IN AN OVERALL FINAL SCORE. SEE FINAL EVALUATION SCORE BELOW.

Administrator Evaluation Score IPDP Score Student Growth Score

Final Evaluation Score Final Evaluation Rating:

***NOTE:** Per HB 7069, there may be changes to the metrics and/or percentages assigned to the multi-metric system. This information will be disseminated when any changes are approved.

CAST Pre and Post Student Assessments for School Counselor Assessment

Grade	Subject	Pre-Assessment	Post-Assessment
K-12	School Counseling	Statewide Standards Assessment - Reading or Statewide Standards Assessment - Math or Baseline Algebra I, or Baseline Geometry for students assigned	FSA Reading or FSA Math Statewide End of Course Standardized Assessment for students assigned

Evaluation Instrument Rating Labels

RATING	DESCRIPTION
Highly Effective	Exceeds performance criteria
Effective	Meets performance criteria
Developing/Needs Improvement	Meets minimal performance criteria but assistance is needed
Unsatisfactory	Does not meet performance criteria

**FLORIDA EDUCATOR ACCOMPLISHED PRACTICES
(DECEMBER 2010)
CROSSWALK WITH DUVAL COUNTY SCHOOL COUNSELOR ASSESSMENT INSTRUMENT**

(a) Quality of Instruction	
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Domain 1b
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Domain 1c
c. Designs instruction for students to achieve mastery;	Domain 1c
d. Selects appropriate formative assessments to monitor learning;	Domain 3a
e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and	Domain 1b, 3c
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Domain 1c, 3b
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	
a. Organizes, allocates, and manages the resources of time, space, and attention;	Domain 2c
b. Manages individual and class behaviors through a well-planned management system;	Domain 2a, 2b, 2c
c. Conveys high expectations to all students;	Domain 2a
d. Respects students' cultural, linguistic and family background;	Domain 1a, 2a
e. Models clear, acceptable oral and written communication skills;	Domain 2b
f. Maintains a climate of openness, inquiry, fairness and support;	Domain 2a, 2b
g. Integrates current information and communication technologies;	Domain 2b
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Domain 1a, 1c, 3a
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	NA
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	
a. Deliver engaging and challenging lessons;	Domain 1c
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	NA
c. Identify gaps in students' subject matter knowledge;	Domain 3a
d. Modify instruction to respond to preconceptions or misconceptions;	Domain 3b, 3c
e. Relate and integrate the subject matter with other disciplines and life experiences;	Domain 3b, 3d
f. Employ higher-order questioning techniques;	NA
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	Domain 1c, 3b
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	Domain 3a
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and	Domain 3a
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	Domain 3c

4. Assessment. The effective educator consistently:	
a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	Domain 1a, 3a
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	Domain 3a
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	Domain 3a, 3c
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	Domain 1a, 3b
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);	Domain 2b, 3d
f. Applies technology to organize and integrate assessment information.	Domain 3a
(b) Continuous Improvement, Responsibility and Ethics	
1. Continuous Professional Improvement. The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	Domain 1b, IPDP
b. Examines and uses data-informed research to improve instruction and student achievement;	Domain 3a, 3c, IPDP
c. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	Domain 3b
d. Engages in targeted professional growth opportunities and reflective practices, and	Domain 4c, IPDP
e. Implements knowledge and skills learned in professional development in the teaching and learning process.	Domain 4c
2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	Domain 4

SCHOOL COUNSELOR 13-14 W/IPDP Adjusted Weighting

Indicators	Ratings				
	U (0)	D/NI ()	E ()	HE ()	
1a. Demonstrates knowledge of child and adolescent development.	0	1.8	5.4	9	Domain I 30%
1b. Measurable goals for the counseling program are appropriate to the setting and the students served, and are aligned with the Duval County District School Counseling Plan and the Florida's School Counseling Framework.	0	1.8	5.4	9	
1c. Implements school counseling program activities that align with measurable program goals.	0	1.8	5.4	9	
Maximum Points	0	5.4	16.20	27	
2a. Creates an environment of respect and support.	0	.90	2.7	4.5	Domain II 20%
2b. Establishes a culture for productive verbal, non-verbal, and written communication.	0	.90	2.7	4.5	
2c. Manages routines and procedures.	0	.90	2.7	4.5	
2d. Demonstrates knowledge of information and resources within the school, district, and community.	0	.90	2.7	4.5	
Maximum Points	0	3.60	10.8	18	
3a. Assesses student needs.	0	1.35	4.05	6.75	Domain III 30%
3b. Assists students in the formulation of academic, personal/social, and college/career goals and plans, based on knowledge of student needs.	0	1.35	4.05	6.75	
3c. Utilizes data in monitoring and evaluating counseling interventions and student progress.	0	1.35	4.05	6.75	
3d. Evaluates the school's comprehensive counseling program in alignment with the Duval County District School Counseling Plan and the Florida's School Counseling Framework, and reflects on practice.	0	1.35	4.05	6.75	
Maximum Points	0	5.40	16.20	27.00	
4a. Maintains accurate records and when applicable submits in a timely manner.	0	.90	2.7	4.5	Domain IV 20%
4b. Participates in a professional community.	0	.90	2.7	4.5	
4c. Pursues professional growth and development.		.90	2.7	4.5	
4d. Shows professionalism.	0	.90	2.7	4.5	
Maximum Points	0	3.60	10.80	18	
Administrator Observation Score (0-90 Points)					90
Individual Professional Development Plan (0-10 Points)					10
Student Growth School Score (0-100 Points)					

***NOTE:** Per HB 7069, there may be changes to the metrics and/or percentages assigned to the multi-metric system. This information will be disseminated when any changes are approved.

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Appendix F

Program Documentation