

CTECS School Counseling Framework & Program Expectations



Table of Contents

Contents

- Table of Contents 2
- School Counseling & Admissions Unit 5
- CTECS Schools 6
- School Counseling Framework Foundation 6
 - Mission Statement 6
 - Vision Statement 6
 - Belief Statements 6
- Introduction 7
 - Purpose 7
 - Who are School Counselors? 7
 - School Counselors vs. Guidance Counselors 7
 - Legal, Ethical, & Professional Mandates 7
- Connecticut Comprehensive School Counseling Framework 8
- CTECS Vision of a Graduate 9
- School Counseling Services 12
 - Direct Student Services 12
 - School Counseling Curriculum 12
 - Responsive Services 13
 - Direct Services Plan Matrix for CTECS Schools 13
 - Indirect Student Services 14
 - Consultation 14
 - Collaboration 14
 - Referrals 14
 - Examples of Indirect Services: 15
- School Counseling Curriculum 15
 - Curriculum Introduction 15
 - Curriculum Components 15
 - Connecticut Student Standards for School Counseling 16
 - Academic Development 16
 - Career Development 16
 - Social-Emotional Development 17

CTECS School Counseling Curriculum Course Map..... 17

 Grade 9.1 Adjusting To High School/Self-Advocacy 19

 Grade 9.2: Developing Study Skills and Good Academic Habits..... 20

 Grade 9.3 Using Technology Safely and Ethically 21

 Grade 10.1 Developing & Living Your Brand 22

 Grade 10.2 What Makes a Good Resume?..... 23

 Grade 10.3 Healthy vs. Unhealthy Relationships 24

 Grade 11.1 Managing Stress & Anxiety 25

 Grade 11.2 Postsecondary Pathways 26

Big Idea(s):..... 26

Essential Question(s): 26

CT Student Standards for School Counseling 26

 Learning Outcomes..... 26

 Grade 12.1 Work-Life Balance 27

 Grade 12.2 Life After High School..... 28

 Technology to Support Curriculum..... 29

 Naviance 29

 Aperture 29

 Shared School Counseling Google Drive..... 30

 Individual Planning Meetings 30

Student Success Plans..... 31

Enrollment & Recruitment 33

Role in School Based Assessments 33

Communication/Meetings/PLC 34

 Communication 34

 Annual and Monthly Calendars 34

 Website..... 34

 Student Communication..... 34

 Parent Communication..... 35

 Contributions to school publications..... 35

 Meetings..... 35

 Department Meeting 35

 Department Head Meeting 35

 Professional Learning Community (PLC..... 35

 Enrollment Meeting..... 35

Faculty Meetings	35
Evaluations	36
School Counselor Evaluation System.....	36
Program Evaluation	36
Annual Evaluation.....	36
Annual Needs Assessment.....	36
5-Year Review	36
Appendix.....	37
Appendix A Linked Resources.....	37
Appendix B Sample Meeting Agenda	38
Appendix C Lesson Plan Template.....	38
Appendix D Comprehensive School Counseling Framework Annual Evaluation	40
Appendix E School Counseling DH Evaluation	46
Appendix F Sample School Counseling Annual Calendar	62

School Counseling & Admissions Unit

Dr. Nicole DeRonck, Supervisor of Counseling

Dr. Patricia King, Director of Enrollment

School Counseling Department Heads

Sheila Bedard	H. H. Ellis Technical High School
Jay Berard	Ella T. Grasso Technical High School
Amy Carvalho	Emmett O'Brien Technical High School
Dr. Madrine Clennon-Straker	J.M. Wright Technical High School
Lisa Higgins	A.I. Prince Technical High School
Kaitlyn Demas	Vinal Technical High School
Tracy Duva-Ganino	Bullard-Havens Technical High School
Michele Haramis	Platt Technical High School
Michelle DellaVecchia	H.C. Wilcox Technical High School
Domenica Holman	Bristol Technical High School
Laura Jones	Windham Technical High School
Virginia Messina	Norwich Technical High School
Dr. Regina Moye	Howell Cheney Technical High School
Jessica Nagy	W.F. Kaynor Technical High School
Ruth Simoncelli	Oliver Wolcott Technical High School
Ericka Torres	E.C. Goodwin Technical High School
Shelley Visinski	Henry Abbott Technical High School
Jeanne Willinsky	Eli Whitney Technical High School

CTECS Schools

School Counseling Framework Foundation

Mission Statement

The mission of the CTECS School Counseling Department is to assist every student develop the soft skills, knowledge, and mindset to become productive members of Connecticut's skilled workforce and empathetic adults. This will be accomplished through advocacy, collaboration with the school community, and the delivery of a needs-based comprehensive school counseling program.

Vision Statement

CTECS graduates:

- Contribute to a skilled workforce
- Value and seek out diverse voices
- Understand that their actions have an impact on others
- Solve problems and meet challenges with resiliency
- Take initiative for their own well-being

Belief Statements

CTECS School Counselors believe:

- Each student has a right to access school counseling services that develop academic, social-emotional and career readiness skills
- School Counselors provide safe and inclusive spaces for each student
- School Counselors are advocates for each student and for the school counseling profession
- Data drives school counseling programs and services to assure students' needs are addressed
- School counselors are leaders who collaborate with other educators, parents, and community stakeholders to support student success

Introduction

Purpose

The purpose of this manual is to outline the role of school counselors across CTECS and to make clear the expectations for service provision to students and families. This manual outlines the evaluative process for both the program and counselors. The goal is to standardize practice in all schools across the district to assure students consistency and equity in access to school counselors and programming.

Who are School Counselors?

School Counselors are master's level certified school-based professionals. School counselors deliver a comprehensive school counseling framework that helps students by removing barriers to educational achievement, supporting social/emotional development, and guiding postsecondary exploration and planning. School counselors are trained mental health professionals and can provide short-term counseling and crisis-response.

School Counselors vs. Guidance Counselors

The title Guidance Counselor has been out of use since 1990 when the role of the counselors changed to encompass the broader scope and the data driven nature of the work they do in schools. In Connecticut, Public Act 18-15 removed and replaced the outdated moniker "Guidance Counselor" from existing state law with "School Counselor" in 2018. Additional state legislation has broadened the definition and involvement of school counselors on state and district committees that impact the safety, emotional well-being, and career readiness of students across the state. Connecticut school districts are required to ensure all students have access to a comprehensive school counseling program delivered by a certified school counselor (Public Act 19-63). The term Guidance Counselor is considered pejorative because it devalues the role and work school counselors do.

Legal, Ethical, & Professional Mandates

School Counselors are held accountable to the following:

- [CT Public Act-19-63](#)- requires all schools to have school counselors delivering a comprehensive school counseling framework
- [American School Counselor Association \(ASCA\) Ethical Standards](#)- document that outlines the ethical guidelines to assure no harm is done by school counselors to students, families or counselors themselves while performing within the role.
- [Family Educational Rights to Privacy Act \(FERPA\)](#)- governs access to educational records and information by public entities
- Health Insurance Portability and Accountability Act (HIPAA) - protects sensitive personal health/mental health information.

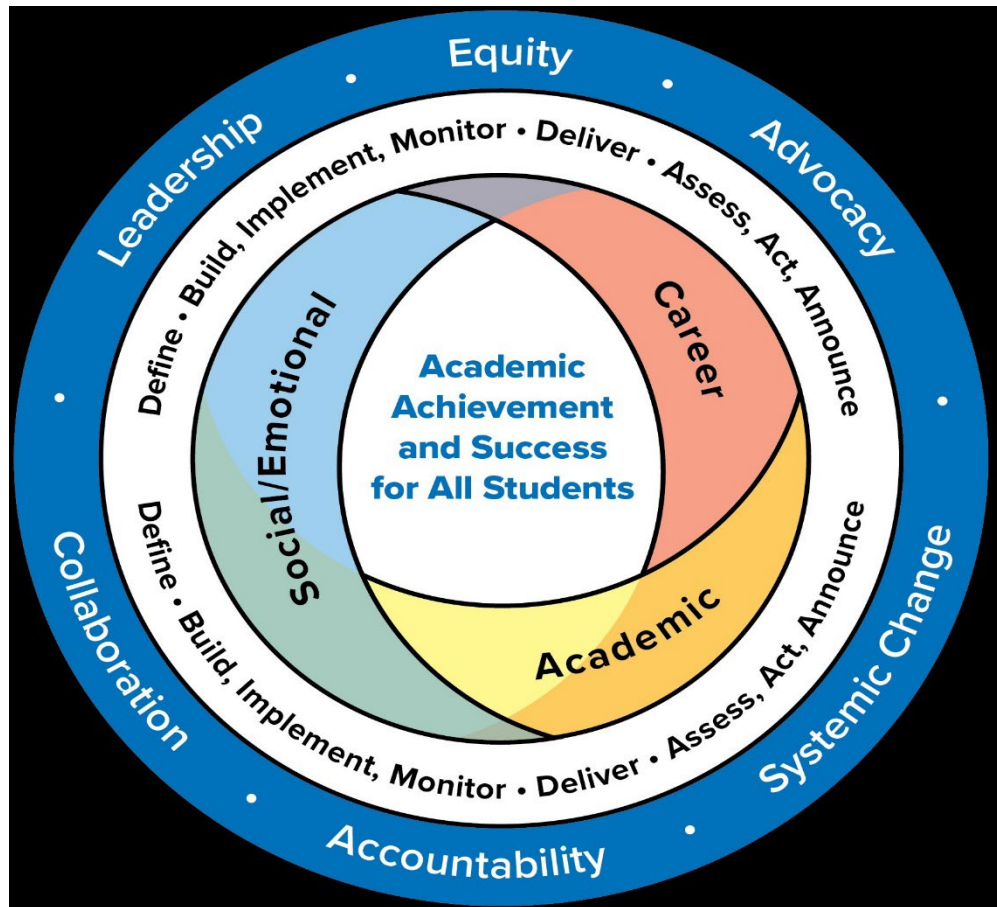
- [ASCA National Standards/CT School Counselor Professional Standards](#)- National and state guidelines on the skills, roles, and expectations of school counselors and school counseling services.
- [CT Code of Professional Responsibility for Teachers](#)- outlines the responsibilities of all certified educators in Connecticut.

Connecticut Comprehensive School Counseling Framework

The CTECS School Counseling Framework is an integral part of the educational process and addresses the academic, career, and social emotional needs of all students in the district. The framework is planned and intentional, requiring the collaboration of teachers, administrators, students, and other school community stakeholders. The framework is modeled after the 2020 Connecticut Comprehensive School Counseling Framework, which is aligned to student standards: ASCA Mindsets and Behavior (2014), The 12 Career Ready Practices (National Association of State Directors of Career Technical Education), Collaboration for Academic, Social and Emotional Learning (CASEL)'s five core competencies (2017), and the Next Generation Accountability System (Connecticut State Department of Education, 2015). The CTECS framework is collaborative in nature and emphasizes a multi-tiered system of support (MTSS) approach to delivering services to students and families in a systematic and equitable way. The model directly supports restorative practices and emphasizes student accountability and building positive relationships.

The CTECS School Counseling Framework sets the expectations for how school counselors will practice in the school and the services they provide to students and families. The six themes of the framework: Leadership, Equity, Advocacy, Accountability, Collaboration, and Systemic Change, are the lenses through which all school counseling responsibilities are viewed and frame school counselor evaluation for professional growth.

2020 Connecticut Framework Model



CTECS Vision of a Graduate

The CTECS Comprehensive School Counseling Framework directly supports the development of skills related to the CTECS Vision of a Graduate that embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the Vision of a Graduate ensures that CTECS are not only job-ready but are equipped to lead, innovate, and adapt in a dynamic world.

Collectively as educators, we are dedicated to delivering these qualities by providing a comprehensive education that empowers our students to achieve their full potential and make meaningful contributions to society.

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

A Problem Solver

Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

Respectful

Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

A Critical Thinker

Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

Work Ready

To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

Skilled Socially

Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities.
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

An Effective Communicator

Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

School Counseling Services

Direct Student Services

School counselors provide direct services when they work **with** students. This face-to-face time includes individual student planning, delivering the school counseling curriculum, and interventions that are delivered in response to a crisis or immediate need. These services are data driven and meant to help promote healthy development, a positive attitude toward work, and learning. School counselors work directly with students to help them achieve success in school and to plan for the next steps after high school. Direct services can be proactive and reactive. All direct services address the Connecticut Student Standards (pg. 10). **School Counselors should spend the majority of their time providing direct services.**

Individual Student Planning: Individual Planning Meetings are formal meetings held annually with the school counselor and each student to discuss progress and post-secondary plans following a developmentally appropriate agenda by grade level. Families are invited to participate. This meeting results in the development of a Student Success Plan for each student that is documented with career/education/social-emotional goals and postsecondary options and communicated to the family utilizing Parentsquare or Naviance following the meeting. The plan is revised and modified annually throughout the student's school career beginning in ninth grade and continuing throughout high school.

School Counseling Curriculum

Classroom Lessons: School counselors, in collaboration with teachers, deliver a learning activity or unit in the classroom to all students. The curriculum is based on the needs identified by the school community in the school counseling needs assessment that is given every five years and is aligned with the skills in CTECS Vision of a Graduate. Lessons are developmental and sequential. They are delivered through activities in classroom and/or group setting. Lessons are approximately 40 minutes in length.

Small Groups: School Counselors conduct groups outside the classroom to respond to students identified interests or needs. School counselors plan and lead structured activities that are designed to increase the skills and knowledge of student participants.

School-wide Events and Activities: Designed to reinforce the concepts being taught in the classroom by school counselors. Collaborations within and outside the school community are used to address specific information relevant to students and families. Examples: academic presentations, guest speakers, career fair, financial aid night, middle/high school transition.

Direct Services should be documented on a calendar that is publicized, and school counselors should

notify families of any upcoming lessons or meetings, so parents and guardians are aware of the services students are receiving.

Responsive Services

School counselors are trained and prepared to react to a crisis or immediate need experienced by an individual student or school community. School counselors and/or School Counselor Department Heads are members and leaders of the school crisis team. School Counselors provide supportive individual and group counseling, restorative circles, referral, collaboration, and consultation to help students and families overcome academic, personal-family, and socio-emotional barriers to healthy development (CT Comprehensive K-12 School Counseling Framework Guide, November 2020).

Direct Services Plan Matrix for CTECS Schools

Direct Student Services	Grade	Frequency	Tiered Intervention Level	Data Monitoring
Individual Student Planning	9-12	1x per school year	1	<ul style="list-style-type: none"> Participation tracking Goal setting, Task created in Naviance
Classroom Lessons	9-10 11-12	3x per year 2x per year	1 1	<ul style="list-style-type: none"> Pre/Post Assessment or artifact in Naviance Attendance
Small Group (Based on identified student needs or interests)	9-12	Groups typically meet for 6-8 weeks and may be open or closed	2	<ul style="list-style-type: none"> Participation Feedback Survey Anecdotal feedback Progress monitoring
School-wide Events and Activities	9-12	2x per year	1	<ul style="list-style-type: none"> Feedback Survey
Responsive Services	9-12	As needed	2-3	<ul style="list-style-type: none"> Progress monitoring

		<ul style="list-style-type: none"> • Individual short-term counseling 6-8 sessions • Restorative Circles • Check-in/Check-out • Agency referrals • Student/Family conferences 		<ul style="list-style-type: none"> • Log entries
--	--	--	--	---

Indirect Student Services

Indirect student services are provided by CTECS School Counselors **on behalf** of students. Indirect services take a team approach with families, administration, staff, and/or outside agencies. Indirect services include consultation, collaboration, and referral. **School counselors should spend the remainder of their time outside of direct services providing indirect services.**

Consultation

School Counselors serve as experts to provide insight, feedback and recommendations to other adults in the school community on how to support students facing challenges and barriers that are keeping them from success or how to support continued success. School counselors may also seek consultation from other adults in the school community to support student needs.

Collaboration

School Counselors work together with adults in the school community and outside agencies to develop programming or interventions for the comprehensive school counseling framework or school wide/district wide initiatives. Collaboration also allows for the school counseling department to make connections with outside agencies to provide students and parents with resources that are available to them to help with issues that are not otherwise within the scope of the school day.

Referrals

School counselors often become a point of contact for families within the school. By providing *referrals*, families are able to connect with needed services not only within the school system, but outside in the community as well.

Examples of Indirect Services:

- Participation in PPT, 504, SAT, MTSS or other meeting to plan intervention or advocate on behalf of a student
- Meeting with a teacher to support student success
- Calling DCF to report abuse or neglect
- Connecting with an outside therapist for continuity of care
- Planning and participating in recruitment/enrollment activities

School Counseling Curriculum

Curriculum Introduction

This curriculum section outlines the essential learning for the CTECS Comprehensive School Counseling Framework. It includes of components required by NEASC Standard 2.2a for curriculum, and the components required by NEASC Standard 4.2, along with elements that reflect the needs of the CTECS school community. The curriculum is organized to show what students learn in each grade by theme, how learning progresses across grade levels, and how instruction supports the academic, social-emotional, and career development of our students, as well as our Student Success Plans and the CTECS Vision of a Graduate. Classroom lessons are one of the direct services offered by school counselors. Lessons are considered a Tier 1 intervention.

Counselors should use this section to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of the Student Standards for School Counseling
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Maintain consistency of school counseling services and professional practice across campuses while adapting to student needs

Curriculum Components

Course Map

A Course Map outlines the learning theme for each grade that is addressed in the Comprehensive School Counseling Framework. It includes the topics and standards that guide teaching and formative assessment. While each campus will have individual student needs which can be addressed in small groups and additional lessons as deemed appropriate, all counselors are expected to teach the lessons and standards outlined in the Course Map. Using the Course Map below, counselors will intentionally plan learning experiences that prepare students to meet the identified.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills).

Concepts identify the major content topics within the theme for each grade level. They appear in the left column of the Learning Outcomes table.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the evidence of student learning and participation.

Vocabulary

Essential vocabulary includes the terms students must understand and use accurately to engage in the learning and demonstrate understanding. Vocabulary is foundational and is taught explicitly through modeling, demonstration, and repeated application during the lesson and often across themes.

Resources

Resources include the lessons, equipment, materials, and digital tools that support learning within each lesson that support career exploration and reflection on academic and social-emotional development.

Assessment Practices

Counselors use formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards. Because students in grades 9-10 receive 3 lessons, and students in grades 11-12 receive 2 lessons per year, students who are struggling with the concepts as evidenced by the formative assessments, are followed up with individually or in small groups as needed. In this way the lessons honor the fact that behavioral and personal development occur at different rates in our students.

Connecticut Student Standards for School Counseling

Below are the main standard areas for students. These standards are further broken down into grade level skills and can be found on [State Department of Education website](#).

Academic Development

- **Student Standard A1** Demonstrate skills for effective learning and achieving school success
- **Student Standard A2** Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation.
- **Student Standard A3** Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.
- **Student Standard A4** Demonstrate the ability to integrate technology to enhance learning and to solve problems.
- **Student Standard A5** Demonstrate the ability to use creativity and outside experiences to enrich the learning process
- **Student Standard A6** Demonstrate the ability to set goals based on reflective evaluation of current performance.

Career Development

- **Student Standard C1**
- Identify personal values, personality, abilities, and interests in relation to career options and the world of work.
- **Student Standard C2** Demonstrate the skills and abilities to research, identify career options, and make the necessary steps to obtain employment.
- **Student Standard C3** Demonstrate effective workplace habits and the ability to transfer employability skills to future career success and from job-to-job across the lifespan.

- **Student Standard C4** Demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices.
- **Student Standard C5** Identify a plan to make a successful transition from school to postsecondary education and/or the world of work
- **Student Standard C6** Demonstrate an understanding of technology in the workplace

Social-Emotional Development

- **Student Standard S/E 1**
- Demonstrate an understanding of how individual actions can impact relationships, environments, and influence other people.
- **Student Standard S/E 2** Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive
- **Student Standard S/E 3** Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.
- Able to overcome challenges and obstacles and develop positive coping strategies and build resilience.
- **Student Standard S/E 4** Demonstrate an understanding of the relationship between practicing self-care, healthy sense of self, and personal well-being.
- **Student Standard S/E 5** Demonstrate understanding and practice of personal safety skills.
- **Student Standard S/E 6** Demonstrate an understanding of the risks and responsible use of technology.

CTECS School Counseling Curriculum Course Map

CTECS school counseling curriculum was developed using a needs assessment conducted throughout our school community in spring 2023. The student lessons are aligned to the 2020 Connecticut School Counseling Standards and are based on what students should be able to understand, know, and be able to do in the academic, career, and social-emotional domains. Additionally, the curriculum supports the development of the skills in the Vision of a Graduate. These are guaranteed direct services all students and families can expect from the school counselor. Each school develops a calendar of services annually and publically posts it on their websites. School counselors may choose to add additional lessons, information sessions, or meetings. Students may contact a school counselor at any time.

Grade 9 Theme: Planning for Success	Grade 10 Theme: Personal Branding
Individual Planning Meeting (Nov-Jan)	Individual Planning Meeting (Jan-March)
3 Classroom Lessons: <ul style="list-style-type: none"> • Settling into High School/Self-Advocacy • Developing study skills and good academic habits • Using technology safely and ethically 	3 Classroom Lessons: <ul style="list-style-type: none"> • Developing and Living Your Brand • Branding through Resume Writing • Building & Maintain Healthy Relationships
Success Plan Element: <ul style="list-style-type: none"> • Learning Styles Inventory • Academic & Career Goal MTSS Universal Screener: <ul style="list-style-type: none"> • DESSA-SR 	Success Plan Element <ul style="list-style-type: none"> • Personality & Career Assessment “Do What You Are” • Resume
Grade 11 Theme: Maintaining Good Habits	Grade 12 Theme: Adulting
Individual Planning Meeting (March-May)	Individual Planning Meeting (Sept-Nov)
2 Classroom Lessons: <ul style="list-style-type: none"> • Managing Stress & Anxiety • Postsecondary Pathway Workshop 	2 Classroom Lessons: <ul style="list-style-type: none"> • Work-life balance • Becoming an Adult: Changes that can impact personal and career success
Success Plan Element: <ul style="list-style-type: none"> • College Search & Career Cluster Finder • Postsecondary plan 	Success Plan Element: <ul style="list-style-type: none"> • Senior Graduation Survey • FAFSA Completion Evidence

Note: All services listed are minimum expectations

Grade 9.1 Adjusting To High School/Self-Advocacy

Big Idea(s):

- Self-advocacy is an important skillset that can help them get their needs met.
- Self-advocacy is a form of self-respect
- Students can self-advocate at school, at home, or in other environments
- Being a good self-advocate can lead to academic and personal success
- Self-advocacy- and make adjusting to high school easier
- Self-advocating and helping others who are self-advocating leads to a positive school climate

Essential Question(s):

- What is self-advocacy?
- What does self-advocacy look like in high school?
- How might the self-advocacy skills you learn in school help you outside of school?
- What resources do you need to adjust to high school?
- What does it look like when students create a culture of support and self-advocacy in their school community?

CT Student Standards for School Counseling

- A.1.9-10c Demonstrate how effort and persistence positively affect learning.
- A.1.9-10d Effectively and proactively utilize resources to help improve academic performance
- A.3.9-10c Seek and undertake experience within the school and community that enhance coursework and support personal goals
- SE.3.9-10b Demonstrate the ability to put a plan into action when faced with a problem
- SE.11-12c Create positive and supportive relationships with others to support their success

Vision of a Graduate

- Uses effective verbal and non-verbal communication skills
- Can persevere and adapt

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
Self-advocacy helps me to be successful	<ul style="list-style-type: none"> ● Verbally describe self-advocacy and why it is important ● Identify personal challenges that would require self-advocacy (discussion and journal) ● Role play scenarios that require self-advocacy
There are resources available to me that support success in and out of school	<ul style="list-style-type: none"> ● Identify resources available to them in their schools to help them succeed (discussion and journal)

Vocabulary: Self-Advocacy, positive school climate, success, mental health

Resources- Lesson materials, PowerPoint, Naviance, Handout of resources available in school

Grade 9.2: Developing Study Skills and Good Academic Habits

Big Idea(s):

- Good study habits and academic routines build the foundation for long-term academic success
- Each person has a personal learning style that works best for them
- Knowing their sensory, environmental, and mindset preferences and how to use them to their advantage can improve academic success

Essential Question(s):

- What is my learning style
- What are my environmental and mindset preferences
- How can I take responsibility for my learning using my learning and productivity preferences?

CT Student Standards for School Counseling

- A.1.9-10a Implement effective organizational skills, study skills, and test-taking skills.
- A.1.9-10d Effectively and proactively utilize resources to help improve academic performance
- A.2.9-10c Use assessment results in educational planning

Vision of a Graduate

- Motivated to continue learning
- Makes rational decisions based on application of evidence and observation

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

Their own preferred learning style

- Complete the learning style inventory

Different people have different learning styles and preferred conditions for learning

- Reflect on and assess their current study habits (oral and written reflection)
- Identify strategies to improve study habits based on learning style (oral and written reflection)
- Identify ways they can use the information about their personal learning style to self-advocate (oral and written reflection)

Vocabulary: Successful Habits, Learning Style, Environmental Preference, Mindset Preference, Sensory Preference

Resources- Lesson materials, PowerPoint, Naviance

Grade 9.3 Using Technology Safely and Ethically

Big Idea(s):

- Safe and responsible behavior is essential for protecting personal information and maintaining a positive digital footprint
- Bad actors actively target people to gain access to personal information

Essential Question(s):

- How can I protect myself and others online?
- How can my digital footprint impact my future college and career opportunities?
- How can I tell if a website, online offer, or email is a scam?

CT Student Standards for School Counseling

- SE.6.9-10a Understand the permanence of their digital identity
- SE.6.11-12 Understand how their digital identity can impact their life outside of the digital world

Vision of a Graduate

- Demonstrates professionalism
- Evaluates sources of information for reliability

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
Common safety risks online (e.g., phishing, malware, cyberbullying, identity theft)	<ul style="list-style-type: none"> ● Identify unsafe behaviors online
How to protect themselves online	<ul style="list-style-type: none"> ● Identify strategies for protecting personal information ● Identify ways to be respectful of others online ● Role-play scenarios about digital safety

Vocabulary: Digital Identity, Digital Footprint, Phishing, Malware, Cyber Bullying, Identity Theft, Bad Actors

Resources- Lesson materials, PowerPoint, Naviance

Grade 10.1 Developing & Living Your Brand

Big Idea(s):

- Each person had an individual personality type that influences behavior
- Personality types influence our fit on the job and in social settings
- Choosing a career that matches a person's personality type can lead to job satisfaction and success
- A resume is a tool to market your brand

Essential Question(s):

- What is my personality type?
- What careers best match my personality?
- How do I use my personality type to curate my personal brand?

CT Student Standards for School Counseling

- C.1.6-8b Identify personal abilities, skills, and interests and how they relate to their chosen careers
- C.1.11-12a Identify skills, abilities, accomplishments, awards and personal qualities in preparation for writing a resume, interviewing, and completing applications
- SE.6.11-12a Understand how their digital identity can impact their life outside of the digital world

Vision of a Graduate

- Clearly and concisely conveys information for shared understanding
- Communicates with care and professionalism

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
Personality impacts career choice	<ul style="list-style-type: none"> ● Complete a personality assessment ● Complete a personality assessment ● Identify how their personality influences their brand and career choices
A resume is a marketing tool for your brand	<ul style="list-style-type: none"> ● Discuss what an employer learn from personal brand information

Vocabulary: Personality type, Personality Assessment, Introvert, Extrovert, MBTI, Sensing, Intuition, Thinking, Feeling, Judging, Perceiving, Personal Brand, Resume, Career Fit

Resources- Lesson materials, PowerPoint, Naviance

Grade 10.2 What Makes a Good Resume?

Big Idea(s):

- A resume is a tool to market your brand
- A resume is often the first introduction to a potential employer or school
- A resume is a living document and needs to be updated and edited
- A resume is part of the portfolio/capstone project for graduation

Essential Question(s):

- How do I write a resume?
- What does a good resume look like?
- What elements do on your resume?
- How does your resume help “sell” your personal brand to an employer or school?

CT Student Standards for School Counseling

- C.1.11-12a Identify skills, abilities, accomplishments, awards, and personal qualities in preparation for writing a resume, interviewing, and completing applications
- C.2.11-12b Write a resume including skills, attributes, accomplishments, and awards

Vision of a Graduate

- Communicates with care and professionalism

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
It is important to present yourself professionally on your resume	<ul style="list-style-type: none"> ● Identify characteristics of a strong resume ● Begin a resume in Naviance ● Describe how a resume represents their personal brand
A resume must be regularly updated and adapted	<ul style="list-style-type: none"> ● Identify a plan and timeline to update their resume ● Identify steps they can take to build a strong resume while in high school (ex. join a club, WBL, etc.)

Vocabulary: Resume, Action Verbs, Chronological Order, Editing, Professionalism

Resources- Lesson materials, PowerPoint, Naviance

Grade 10.3 Healthy vs. Unhealthy Relationships

Big Idea(s):

- Relationships can be healthy or unhealthy
- Communication, respect, and boundary setting are important in healthy relationships
- There are resources to help if you or someone you know are in an unhealthy relationship

Essential Question(s):

- What does a healthy relationship look and feel like?
- What does an unhealthy relationship look and feel like?
- Why are communication, respect, and boundaries important in my relationships?
- What should I do if I or someone I know is in an unhealthy relationship?

CT Student Standards for School Counseling

- SE.1.9-10a Identify the difference between positive and negative relationships
- SE.3.9-10b Demonstrate effective decision-making skills that lead to positive interpersonal relationships
- SE.4.9-10a Understand the negative impact unhealthy relationships can have on your well-being

Vision of a Graduate

- Practices kindness and consideration
- Empathizes with and values others
- Uses effective verbal and non-verbal communication skills

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
Relationships can be healthy or unhealthy	<ul style="list-style-type: none"> ● Recognize the dynamics in relationships ● Identify characteristics of healthy and unhealthy relationships ● Identify how and when to speak up for selves or others
There are resources available to help them if they or someone they know is in an unhealthy relationship	<ul style="list-style-type: none"> ● Identify resources to seek help if they or someone they know is in an unhealthy relationship

Vocabulary: Toxic, dynamics, healthy relationship, unhealthy relationship, boundaries, manipulation, respect, trust, communication

Resources- Lesson materials, PowerPoint, Naviance

Grade 11.1 Managing Stress & Anxiety

Big Idea(s):

- Stress and anxiety are natural responses triggered by the brain
- Causes of stress can be environmental, societal, or individual
- Everyone experiences stress differently
- Stress can be both good (eustress) and bad (distress)
- Healthy coping strategies can improve mental health and physical well-being

Essential Question(s):

- What causes stress and anxiety in my life?
- How can I recognize when I am feeling overwhelmed?
- What strategies can help me manage stress and anxiety in healthy ways?
- What can I go for help managing my stress?

CT Student Standards for School Counseling

- SE.3.11-12c Demonstrate the ability to self-regulate negative emotions, control impulses, and motivate themselves in all environments
- SE.4.9-10a Demonstrate an understanding of environmental, societal, and individual stressors
- SE.4.11-12a Identify ways to manage multiple stressors as they transition to postsecondary education and/or work
- SE.5.11-12c Know community referral options for self and others in emotional need when to ask for help

Vision of a Graduate

- Can persevere and adapt

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
Everyone experiences stress and anxiety	<ul style="list-style-type: none"> ● Identify personal stressors ● Identify how they experience stress in their bodies, emotions, and thoughts
Healthy coping strategies can improve mental health and physical well-being	<ul style="list-style-type: none"> ● Apply at least two stress management techniques ● Reflect on their emotional well-being ● Identify resources for mental health support

Vocabulary: distress, eustress, coping strategy, stress, anxiety, somatization, mindfulness, journaling

Resources- Lesson materials, PowerPoint, Naviance

Grade 11.2 Postsecondary Pathways

Big Idea(s):

- Personal traits, likes, dislikes, and experiences contribute to career interests
- Careers fall within clusters
- Digital tools can be used to explore career pathways and labor market trends
- Labor Trends are useful in decision-making and planning for future careers
- Making a career plan can help you reach your career goals

Essential Question(s):

- What is a career cluster?
- What are my top two career clusters?
- What careers fall within my cluster that I might like to pursue?
- What job market information do I need to know how to make a plan to reach my career goal?

CT Student Standards for School Counseling

- C.5.9-10b Create a career plan/goals by selecting a career pathway within a career cluster
- C.6.11-12a Analyze career outlooks and opportunities for employment using appropriate technology

Vision of a Graduate

- Makes rational decisions based on application of evidence and observation
- Identifies multiple solutions and selects the most sensible approach

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
There are many career options within a career cluster; all have various levels of entry and benefits	<ul style="list-style-type: none"> ● Evaluate at least two careers within their top cluster ● Use tools to explore career pathways and labor market trends ● Develop a basic action plan that they can work on to reach their career goal based on their preferred cluster
Their personal interests and skills fall within a cluster	<ul style="list-style-type: none"> ● Take a career cluster assessment ● Identify and explore at least two postsecondary clusters aligned with their interests

Vocabulary: Career Cluster, Department of Labor, Market Information

Resources- Lesson materials, PowerPoint, Naviance

Grade 12.1 Work-Life Balance

Big Idea(s):

- People have many competing roles and responsibilities in their lives
- A healthy work-life balance can reduce stress, improve relationships, and increase enjoyment in life
- A healthy work-life balance looks different for everyone; it is about making intentional choices

Essential Question(s):

- What is work-life balance?
- Why is it important to strive for balance?
- What steps can I take to work toward a better work-life balance?
- Why is work-life balance challenging in technical careers?

CT Student Standards for School Counseling

- A.5.9-10b Balance extracurricular commitments with academic responsibilities
- C1.11-12c Identify how to use time effectively in order to complete all important tasks while managing extra-curricular activities, job responsibilities, and family
- SE.4.9-10c Develop skills to balance and manage life events, personal issues, and school success
- SE.4.11-12b Prepare to take charge of their own mental health as they transition to postsecondary education and/or work

Vision of a Graduate

- Models employability skills; i.e. punctual, dressed appropriately, dependable, good attitude and time management
- Can persevere and adapt
- Willing to adapt to new information and question things

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance)</i>
A healthy work-life balance can reduce stress, improve relationships and increase enjoyment in life	<ul style="list-style-type: none"> ● Define work-life balance ● Identify the impact work-life balance has on health, school, and job performance ● Quantify level of satisfaction and chart time spent on roles/activities in daily life ● Make a plan to improve their work-life balance

Vocabulary: Work-life balance

Resources- Lesson materials, PowerPoint, Naviance

Grade 12.2 Life After High School

Big Idea(s):

- Turning 18 marks a legal transition to adulthood
- Legal adulthood includes civic, financial, medical, and personal responsibilities
- Making informed decisions is an important part of being an adult
- Consequences for not following through on responsibilities can be more serious

Essential Question(s):

- What does it mean to be an adult in the eyes of the law?
- How do my rights and responsibilities change when I turn eighteen?
- What choices do I have after high school and how can I prepare?

CT Student Standards for School Counseling

- A.3.11-12b Understand that change is a part of growth
- SE.2.11-12a Recognize that everyone has rights and responsibilities
- SE.2.11-12d Demonstrate their civic responsibility in building a better society

Vision of a Graduate

- Understands and respects organizational structures

Learning Outcomes

Students will know:

As evidenced by: (oral, written, or performance)

Rights and responsibilities change at age eighteen.

- Analyze real-life scenarios involving adult responsibilities
- Identify new responsibilities that start at age eighteen
- Identify how consequences for not upholding a responsibility may be different after the age of eighteen

Vocabulary: age of majority, financial rights, medical autonomy, personal freedom, civic duties, selective service, minor, consent, draft, financial obligation, consequence

Resources- Lesson materials, PowerPoint, Naviance

Technology to Support Curriculum

Naviance

School counselors use Naviance, a comprehensive college and career readiness platform, to support their curriculum in several structured and impactful ways.

Career and College Exploration

- School Counselors guide students through the career assessment tools in Naviance (to help them discover interests, strengths, and potential career paths).
- School Counselors use Naviance to help students research colleges, compare admissions data, and streamline the application process.

Goal Setting and Personal Development

- School Counselors use the goal-setting tools in Naviance to support social-emotional learning (SEL) and student growth. They help students set short- and long-term goals, reflect on progress, and develop action plans.

Data Tracking and Reporting

- School Counselors use Naviance to monitor student outcomes and program effectiveness.

Family and Student Engagement

- Counselors can use student and parent portals to communicate, share resources, and involve families in planning processes.

Aperture

School Counselors use the digital platform, Aperture, to assess students' social-emotional learning (SEL) using a tool called DESSA (Devereux Student Strengths Assessment) as part of the school counseling curriculum.

- DESSA is a strength-based, standardized SEL assessment that helps counselors identify students' social-emotional competencies, such as self-awareness, self-management, and relationship skills.
- School Counselors assess all 9th grade students using the DESSA-SR as part of their onboarding to high school. The DESSA-SR is used as the universal screener for SEL as part of the multi-tiered systems of support (MTSS).
- School counselors also use the DESSA-SR students in grades 10-12 who have been identified as at risk on the DESSA-mini which is used as the universal screener for those grades and is administered by trade instructors (Tier 2 & 3).

Counselors use this data to:

- Screen students to identify those needing SEL support,
- Monitor progress over time,
- Inform interventions and programming, and
- Collaborate with teachers and families using clear, data-driven insights.

Shared School Counseling Google Drive

All CTECS School Counselors have access to a shared Google Drive that houses relevant information such as meeting agendas/minutes, curriculum and materials, calendars, and templates.

Individual Planning Meetings

Individual Planning meetings (IP) are held annually between a student and their assigned School Counselor. Parents and Guardians are invited to participate in their student’s scheduled meeting. The meetings are designed to help a student monitor and direct their own learning, personal development, and plan for after high school using student data. IP meetings notes are documented in Naviance by Counselor and Student. The school counselor should also log the contact in PowerSchool. *Students can meet with their assigned school counselor as often as necessary outside of the formal IP Meeting.*

Individual Planning Meeting Agendas

Grade 9	Student and Counselor will: <ul style="list-style-type: none">• Review academic performance and explore relationship between academic performance and work• Review DESSA assessment results and discuss needed and available student supports• Develop a 4-year plan to prepare for career goals and to meet graduation requirements• Identify extra-curricular activities or volunteer work that match the student’s interest
Grade 10	Student and Counselor will: <ul style="list-style-type: none">• Review academic performance to date• Review transcript and discuss concept of 10th grade being an academically pivotal year• Review tentative career goals• Review career development resources (work-based learning, job shadows, resume, etc.) and discuss personality inventory outcomes in relation to work• Modify a 4-year plan to prepare for career goals and update career interests• Discuss course selection for Grade 11

Grade 11	<p>Student and Counselor will:</p> <ul style="list-style-type: none"> • Review academic performance to date • Review transcript and progress towards graduation • Review tentative career goals and resume • Modify a 4-year plan to prepare for career goals and update career interests and resume. • Discuss course selection for 12th grade • Interpret and discuss standardized testing results • Discuss college and career readiness resources and develop a concrete plan for postsecondary goals
Grade 12	<p>Student and Counselor will:</p> <ul style="list-style-type: none"> • Review graduation requirements and progress toward meeting them • Discuss importance and impact of finishing strong academically • Update postsecondary plan and outline steps/timeline for completion • Review and update resume • Discuss and create a plan for FAFSA completion and scholarships (if applicable). • Interpret and discuss standardized testing results • Review Career Center and its availability/usefulness after graduation • Review senior year obligations for clarification

Note Regarding Student Data:

Student data for IP meetings may include report card grades, resume, and college/career assessment results in Naviance, standardized test scores, attendance data, and DESSA results.

Student Success Plans

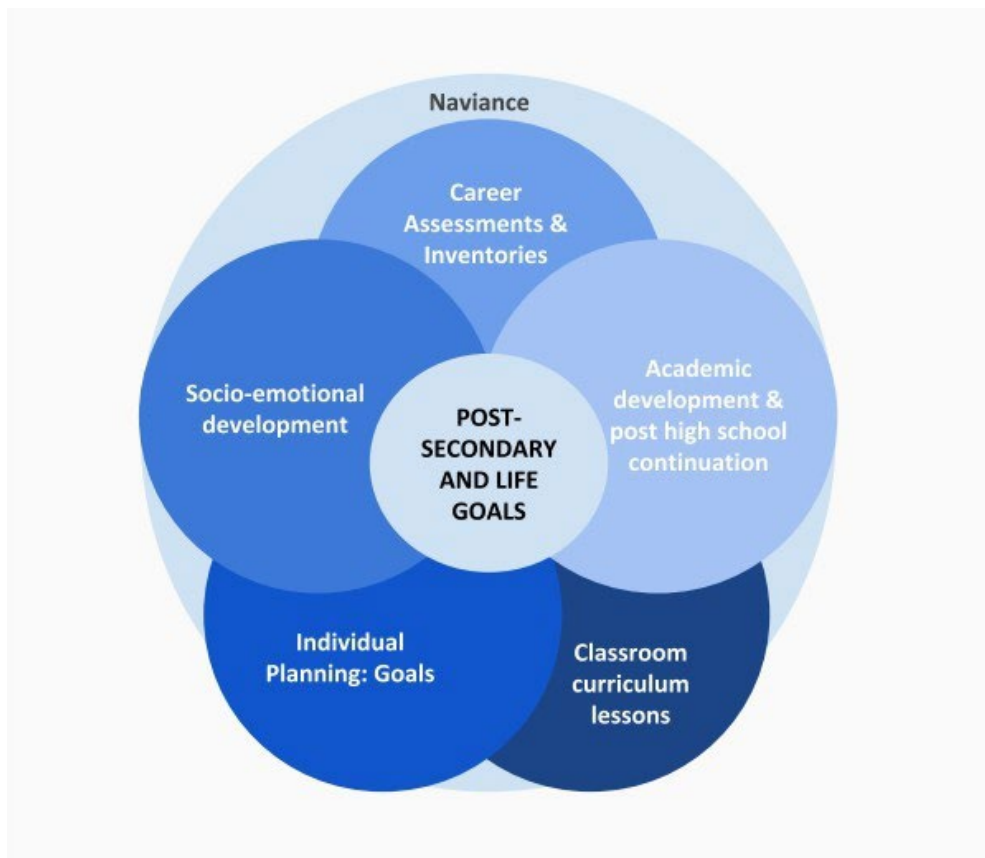
A Student Success Plan (SSP) is an individualized student-driven plan that addresses a students’ needs and interests through activities and tasks that focus on post-secondary pathways and strategies for transitioning to young adulthood. At CTECS, SSPs will start in grade 9 and progress through grade 12. The SSP culminates in a capstone project completed in the student’s trade area and emphasizes the CTECS Vision of a Graduate. The SSP electronic plans are developed, monitored, and maintained in Naviance. SSPs are a whole school initiative. As such, elements of

the SSP are incorporated into the School Counseling Curriculum. The capstone is completed in the trade areas.

School Counselors contribute to the SSP in the following ways:

- Assessing career interests, personality types, and learning styles in Naviance
- Tracking career interests, student goals, postsecondary plans in Individual Planning
- Facilitating the college application process in Naviance
- Creating and tracking student tasks related to school counseling curriculum including resume writing
- Facilitating completion of the Senior Graduation Survey

Student Success Plan Components



Enrollment & Recruitment

The CTECS application and enrollment process is centralized through the Office of Admissions for its seventeen technical high schools and Bristol Tech. The Office of Admissions manages key aspects of the admissions process including applications, processing student placements, and enrollment decisions before the student applicants are assigned to individual schools. School Counseling Department Heads partner with the Office of Admissions throughout the process. A brief description of responsibilities is listed below. Please see Centralized Admissions Process document for more detailed information and timelines.

Prior to Placement

School Counselor Department Heads play a supporting role which includes the following tasks:

- Conduct recruitment activities using district-approved materials.
- Provide necessary data needed for reporting or to inform admissions protocols.
- Act as a liaison between CTECS and sending middle schools.
- Review student applications at the school level to verify the accuracy of contact information and confirm any relevant priorities.
- Attend training sessions and attend to communications from the Office of Admissions.
- Meet all deadlines established by the Office of Admission.
- Supports the Office of Admissions as necessary.

After Placement Occurs

School Counselor Department Heads serve as the primary contacts for students and families. This includes:

- Adhere to admissions guidelines and address any placement concerns that arise.
- Provide outreach to families regarding enrollment, scheduling, and orientation.
- Report to the Office of Admissions Director.
- Assist with the transition process for students with specialized programming, including Special Education, 504, and multilingual learners, by working with school staff to ensure transition meetings are completed.
- Collect and maintain student records from sending schools

Role in School Based Assessments

SAT/PSAT/AP

School Counselor Department Heads in collaboration with Special Education Department Head, and School Psychologist are responsible for the following:

- Ensuring accommodations are entered into the SSD site of College Board at least 6 weeks before test day for PSAT9, PSAT/NMSQT 10/11, and SAT School Day
- Monitoring the SSD site for accommodation approvals/denials/notes
- SSD Coordinator works with the Assistant Principal to ensure the accommodations sync correctly into the College Board System (SSOR or SDMS)
- Consult with the Assistant Principal on scheduling and student room assignments (i.e., provide feedback, suggestions)
- Complete, sign, and fax the SSD form to the College Board's Services for Students with Disabilities at 866-360-0114. Once the College Board receives this form, enter the access code within 1-2 days to enter the College Board professional account.

School Counselors who are case managers for students with 504 plans are expected to complete documentation paperwork and provide required documentation to the appropriate SSD coordinator for the students they oversee. Information on the required documentation can be found on the College Board website.

Communication/Meetings/PLC

Communication

School counselors cannot function in a vacuum. School counselors clearly and regularly communicate with all stakeholders to support the Comprehensive School Counseling Framework. Counselors should be aware of confidentiality rules, FERPA, and HIPAA when communicating with others about student issues. At minimum, counselors should communicate the following:

Annual and Monthly Calendars- The calendars plan and organize school counseling programming such as Developmental School Counseling lessons, Individual Planning by grade, and parent programs. The Annual Calendar documents at what time of year specific programs are offered. The monthly calendar is more specific and provides dates, times, and locations of programs and services. Both calendars should be made available to the school community and the public.

Website- The school counseling website should be reviewed annually up to date and reflect current staff, appropriate titles, and accurate information.

Student Communication- School counselors communicate important information to students such as scholarships, upcoming school counseling services and programs, and information for involvement in or necessary for academic, career, or social-emotional development opportunities. Examples may be career fairs, college visits, preparation/registration for testing,

etc. Naviance, school announcements, information sessions in classrooms, signage, and social media are examples of ways school counselors can communicate such information.

School counselors also communicate with individual students as needed to convey personalized information. These contacts should be logged into PowerSchool.

Parent Communication- School counselors communicate with parents/guardians as necessary regarding student progress and school counseling services and events. In addition to making phone calls, tools such as Parentsquare and Naviance e-blasts can assist with sending out general information. Contacts regarding individual students should be logged into PowerSchool.

Contributions to school publications- in some schools, newsletters, updates, social media posts, pamphlets and other means of communication are used to inform students, families and staff about events that have occurred or to provide updates on initiatives in the school. School counselors should

Meetings

School counselors meet regularly to discuss student and program needs, and to share and evaluate data that informs programmatic decisions. At such meetings school counselors provide an agenda (See Appendix B), take and post minutes, and develop and review a working agreement. School counselors are members of a larger school community and participate in other school-based meetings as required or necessary, such as MTSS, NEASC Accreditation, and PPTs. At minimum, school counselors should meet in the following capacity once per month:

Department Meeting- Lead by the School Counselor DH, these meetings address department, student, and school initiatives through the school counseling lens.

Department Head Meeting- District Meeting for all School Counselor DHs to address district initiatives and directives as they relate to school counseling.

Professional Learning Community (PLC) - meeting to look at school counseling student data and achievement to improve professional practice through peer review.

Enrollment Meeting- DHs participate in a monthly meeting or office hours with the Director of Admissions to focus on recruitment and enrollment efforts in the schools.

Faculty Meetings- Building-based meetings for all faculty facilitated by the principal to address school-wide concerns and initiatives.

Evaluations

School Counselor Evaluation System

CTECS evaluates faculty using a single point of competency model for professional growth. School Counselors are evaluated using the CTECS teacher model and timelines; however, the evaluation tools are specific to their role. School Counselors must focus their professional growth on one of six design areas that are directly linked to the themes of the CT Comprehensive School Counseling Model: Advocacy, Accountability, Leadership, Collaboration, and Systemic Change. School Counselors meet with their evaluators to agree on a goal for growth that can take 1-3 years to complete. They may work individually or as a group goal. The School Counseling Growth Indices can be found on the [Employee Portal](#).

School Counselor DHs are evaluated using a tool specific to their job function as a department head in addition to the single point competency model (See Appendix E).

Program Evaluation

The School Counseling Department conducts evaluations to assess the effectiveness of the school counseling programs and services in meeting student needs and achieving its goals, CT Comprehensive School Counseling Framework and the ASCA National Model as a framework. This evaluation process helps identify strengths and areas for improvement, ensuring the program is aligned with student needs and school priorities.

Annual Evaluation

A review conducted at the start or finish of each year to determine what elements are missing, in progress, or that have been implemented and documented. Data is used to set goals for program improvement during the year. Counseling Departments use the checklist (Appendix D) and student/program data as informational points in the review process.

Annual Needs Assessment

A small scale survey conducted at the school level with students to determine what small groups or special programs will be needed during the year.

5-Year Review

This review is conducted every 5 years at the district level and involves a needs assessment of all stakeholders in the school community to determine identify the needs of the community. In addition, an annual evaluation checklist, a school counselor time-on-task assessment, and a STEEP assessment are conducted to determine the barriers, challenges, and possible solutions that are impacting the delivery of school counseling services. The data collected is used to drive curriculum, programs, and services. It also provides a focus for counselor advocacy work.

Appendix

Appendix A Linked Resources

- [ASCA Ethical Standards for School Counselors](#)
- [CT Comprehensive School Counseling Framework](#)
- [CT Professional Standards for School Counselors](#)
- [ASCA Professional SC Mindsets & Behaviors](#)
- [School Counseling Evaluation Tools](#)
- [School Counselor Job Description](#)
- [School Counselor Department Head Job Description](#)
- [ASCA Appropriate Roles for School Counselors](#)
- [ASCA Position Statements for School Counselors](#)
- [Directory of Mental Health and Other Services by Region](#)

Appendix B Sample Meeting Agenda

XX Meeting Agenda						
MEETING AGENDA						
Date/Time						
Location						
Topic: Professional Learning ____ Data _____ Problem of Practice ____ Other _____	Roles Attendees: Facilitator: Note taker: Timekeeper:					
Meeting Objectives:						
<ul style="list-style-type: none"> • [Objective 1] • [Objective 2] • [Objective 3] 						
Meeting Norms: [Add your norms here]						
Schedule: [total minutes]						
Time	Minutes	Activity				
XX:XX-XX:XX	X min	Review/adjust the meeting and norms, housekeeping, and opening circle				
XX:XX-XX:XX	X min	Review next steps from previous meeting [date]: •				
XX:XX-XX:XX	X min	Review Plus/Delta from previous meetings <table border="1"> <tr> <td>Plus</td> <td>Delta</td> </tr> <tr> <td>•</td> <td>•</td> </tr> </table>	Plus	Delta	•	•
Plus	Delta					
•	•					
XX:XX-XX:XX	X min	[Objective 1]				
XX:XX-XX:XX	X min	[Objective 2]				
XX:XX-XX:XX	X min	[Objective 3]				
XX:XX-XX:XX	X min	Review next steps and assign responsibilities				
XX:XX-XX:XX	X min	Assess what worked well about this meeting and what we would like to change <table border="1"> <tr> <td>Plus</td> <td>Delta</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Plus	Delta		
Plus	Delta					
XX:XX-XX:XX	X min	Closing Circle				
Next steps		Person Responsible				

Appendix C Lesson Plan Template



School Counseling Lesson Plans

Lesson Title:	
Grade Level: 9th	
Domain(s):	
Approximate Running Time: 50mins	
Stage 1: Desired Results What CCSCF student standards will the lesson address?	
CCSCF Student Standards	
Understandings: <i>Key ideas students should remember after details have been forgotten.</i> Students will understand that....	Essential Questions: <i>What are the most important questions related to this topic that will stimulate student conversation, foster understanding, and transfer learning?</i>
Students will know... <i>Key knowledge or skills students will take away from this lesson.</i>	Students will be able to... <i>What should students eventually be able to do as a result of their acquired skills and knowledge?</i>
Stage 2: Assessment Evidence How will we measure outcomes to show students learned the material and met the competencies listed in Stage1?	
Stage 3: Learning Plan What are the details of the lesson and associated activities? How will you address diverse learning styles?	
Materials Needed/Notes Regarding Presentation <i>What supplies are needed to deliver the lessons (i.e. worksheets, computers, large paper, sticky notes, etc.) or notes regarding the lesson do we need to remember?</i>	
•	
Based on McTighe, J. & Wiggins, G (2013) Understanding by Design (2 nd ed.) Alexandria, VA: ASCD	

Appendix D Comprehensive School Counseling Framework Annual Evaluation

School	Date		
Mission Vision Beliefs	In Practice	Exists in Writing Only	Non-Existent
The School Counseling Department has a mission that is the same across the district and reflects the district's mission.			
There is a set of shared beliefs about the role of the school counselor and services to students			
The belief statements indicate that the program is for all students			
The school counseling department has a vision statement that is the same across all schools and reflects district goals.			
The mission, vision, and belief statements are aligned with the ASCA National Model and CT Comprehensive School Counseling Frameworks.			
Accountability			
School Counselors conduct an annual needs assessment to determine student needs for groups, programs, etc.			
The School Counseling Department conducts an annual framework evaluation.			
There is a procedure in place to conduct an evaluation of the CSCF and associated materials every five years.			
School Counselors use school and district data, and data from the annual evaluation of the CSCF to develop an annual plan and goals.			
School Counseling Department goals are written in SMART format.			
School Counselors collect and use student data to monitor student progress.			

School Counselors collect and use data to confirm progress in meeting department goals in the annual plan.			
School Counselors use data to modify the curriculum and services to better meet student needs.			
Goals incorporate the 18 student standards in the CSCF			
The School Counseling Department goals are aligned with School/District Improvement Plan priorities.			
Outcome goals focus on closing achievement, opportunity, and/or informational gaps.			
Data is used to advocate for students and systemic change.			
School Counselors share outcome data with school and community stakeholders.			
Calendars			
A highly detailed annual school counseling calendar is created documenting all activities, events, assessments, and services within the CSCF.			
The calendar indicates the methods and timelines for delivery of services (groups, lessons, parent programs, individual planning etc.).			
Weekly calendars are publicly available for each school counselor indicating when the counselor is available.			
Action Plans			
School Counselors have detailed lesson plans.			
School counselors have detailed group action plans			
Curricula are aligned with CCSCF Standards and CTECS Vision of a Graduate			
School Counselors have written closing the gap action plans			
Advisory Board			

School Counselors have an advisory board that meets a minimum of twice per school year.			
Agendas and minutes completed from at least two meetings (fall & spring) are documented.			
School Counselors participate in the sharing of data at the meetings			
Procedures/Policies			
School counselors have a written job description that includes requisite qualifications for employment and is specific to the professional roles and responsibilities of the school counselor.			
School Counselors hold an annual conference with building administration to review department services for the year. Plan is completed and signed within the first two months of school.			
School counselors have policies and regulations pertaining to the implementation of the CCSCF.			
Written policies concerning confidentiality are posted in the counseling offices and in student handbooks			
There is a written CSCF in place.			
Leadership			
A certified school counselor manages the School Counseling Department.			
School counselors have the opportunity to meet vertically and horizontally.			
School Counselors met to analyze, discuss, and act on data and student outcomes.			
There are appropriate resources to implement services within the CSCF.			
An evaluation plan and process are in place that is based on the role and duties outlines in the job descriptions for school counselors.			

School Counselors are evaluated by an administrator that is a certified school counselor or is trained in observing school counselors.			
School counselors participate in professional learning activities that support the growth of school counseling skills and knowledge.			
School Counselors are familiar with and abide by the ASCA Ethical Standards for School Counselors and the CT Professional Standards for School Counselors.			
The CSCF incorporates and diverse views			
Direct Services			
Counselors spend 80% of their time providing direct services			
School counselors deliver direct service to <i>all</i> students that are multi-tiered			
<i>Tier 1</i>			
Curriculum is based on student/school community needs			
All curriculum is in writing and is based on the CCSCF student standards			
Curriculum is inclusive			
Curriculum includes assessments to measure student growth			
All students receive annual individual planning meetings with their counselor.			
Parents/Guardians are invited to participate in student individual planning			
Individual planning includes a grade specific agenda that is designed to help each student develop, monitor, and evaluate their own academic, personal, and career development goals. Assessment/testing outcomes are included in the discussion.			
Outcomes are monitored and used to determine need for tiered intervention			
<i>Tiers 2 & 3</i>			

Intervention services are delivered through short-term individual or group counseling			
School counselors provide small groups that are needs based.			
Interventions addressing academic, career, and social-emotional concerns are timely and appropriate			
There are written procedures to be used in crisis situations			
Interventions are documented			
Indirect Services			
Counselors spend 20% of their time delivering indirect services			
Indirect services are reflected on weekly calendars			
School counselors collaborate with other school and community stakeholders to identify resources and services for students in need.			
School counselors have a plan to communicate activities, outcomes, and services to all community stakeholders served by the CCSF.			
School Counselors serve on building and/or district committees that are focused on improved student success			
School counselors have a process for consultation to appropriately share and exchange information to help students find academic, personal, and career development			
School counselors have a PLC that focuses on student data to improve school counseling practice			
School counselors participate in			
School counselors serve on crisis and intervention teams to support student success and safety			
School counselors collaborate with parents to support student success			

individually and through parent informational programs			
--	--	--	--

**END-YEAR DEPARTMENT HEAD EVALUATION
SCHOOL COUNSELING DEPARTMENT HEAD**

General Statement of Duties: *The department head is a school counselor who provides leadership, advocacy, and collaboration at the school level to ensure the development, implementation, and assessment of a school counseling framework and programming that benefits all students in the school.*

Instructional Support

The School Counseling Department Head is responsible for developing a shared understanding of the comprehensive school counseling framework. The Department Head is responsible for ensuring purposeful planning, systematic delivery, and regular monitoring of the framework as key components to assuring equitable access to services for all students.

- Assists with and monitors the implementation and systematic delivery of school counseling services (short term counseling curriculum, small groups, individual planning, stakeholder programs) that are aligned with the CT Comprehensive School Counseling Framework (CCSCF) and the American School Counselor Association (ASCA) National Model for School Counseling.
- Manages counselor caseload distribution to assure school counselors follow their students for the duration of the time the students are enrolled and that students have access to a school counselor in the event their counselor is absent for an extended period of time.
- Models and shares with all departments: current laws, research, and best practices related to academic, social-emotional, and career development that improves student outcomes.
- Integrates school counseling programs within the total educational curriculum of the school.
- Advocates for the elimination of barriers to access and equity to a rigorous education from all students.
- Assists school counselors in preparing and delivering school counseling curriculum that are aligned to the CCSCF Student Standards to all students in all grades.
- Uses student, program, and school-wide data (i.e., climate, discipline, attendance, needs assessments, etc.) to monitor student progress, evaluate the framework, and adjust CCSCF programming to improve outcomes.
- Assists with identifying professional development needs of the department to support counselor professional growth.
- Introduces and supports use of instructional technology in school counseling programming and curriculum.

Leadership

The School Counseling Department Head plans, conducts, and documents regularly scheduled department meetings to determine department goals, ensure ethical practices, monitor the implementation of the CCSCF, and liaises between the department, administration, and Central Office.

- Assures department is following the ethical guidelines as outlined by the ASCA Ethical Standards for School Counselors.
- Plans and leads PLCs within the department, with other departments, and with administration.
- Assists in the school's implementation of district and school initiatives as appropriate to promote success for all students.
- Communicates and serves as a liaison between the department, administration, and Central Office.
- Adheres to procedures set forth by the Central Office.
- Serves on committees when requested as a department representative.
- Consults on cases with school faculty, administration, families, student support personnel, other school counselors, and community agencies as necessary.
- Advocates for students' needs based on school and district data
- Advocates for equity in policies and procedures that have an impact on students
- Advocates for policies supporting equitable access to school counseling services for all students.

Operational

The School Counseling Department Head is the manager of the department and as such, is involved in tasks pertaining to budgeting, ordering, and record keeping. The School Counseling Department Head contributes to the recruitment, retention, and enrollment process.

- Manages departmental budgets, prepares and submits OF-95s.
- Assists in the student course selection process.
- Assures school counseling records are kept in accordance with state and federal laws, and with ethical standards.
- Assures all school counselors keep appropriate student documentation (i.e., grades, remediation plans, credit information) in student files and that parent/student contacts are documented.
- Maintain and submits department records, student data and PLC minutes.
- Assists Building Administration and Central Office with recruitment.
- Suggests community resources and opportunities for recruitment at the local level
- Assists with the development of a schedule for and implementation of recruitment activities (i.e., Orientation, Counselor Breakfasts, Open House, Visits and Tours).
- Assists with monitoring recruitment, retention, and admissions for middle school and transfer students in accordance with CTECS admissions policy.

Final Rating *(see rubric)*

- Above Standard
-
- Meeting Standard
-
- Approaching Standard
-
- Below Standard

Comments:

Department Head

Date

Evaluator

Date

MID-YEAR DEPARTMENT HEAD EVALUATION SCHOOL COUNSELING DEPARTMENT HEAD

***General Statement of Duties:** The department head is a school counselor who provides leadership, advocacy, and collaboration at the school level to ensure the development, implementation, and assessment of a school counseling framework and programming that benefits all students in the school.*

Instructional Support

The School Counseling Department Head is responsible for developing a shared understanding of the comprehensive school counseling framework. The Department Head is responsible for ensuring purposeful planning, systematic delivery, and regular monitoring of the framework as key components to assuring equitable access to services for all students.

- ❑ Assists with and monitors the implementation and systematic delivery of school counseling services (short term counseling curriculum, small groups, individual planning, stakeholder programs) that are aligned with the CT Comprehensive School Counseling Framework (CCSCF) and the American School Counselor Association (ASCA) National Model for School Counseling.
- ❑ Manages counselor caseload distribution to assure school counselors follow their students for the duration of the time the students are enrolled and that students have access to a school counselor in the event their counselor is absent for an extended period of time.
- ❑ Models and shares with all departments: current laws, research, and best practices related to academic, social-emotional, and career development that improves student outcomes.
- ❑ Integrates school counseling programs within the total educational curriculum of the school.
- ❑ Advocates for the elimination of barriers to access and equity to a rigorous education from all students.
- ❑ Assists school counselors in preparing and delivering school counseling curriculum that is aligned to the CCSCF Student Standards to all students in all grades.
- ❑ Uses student, program, and school-wide data (i.e., climate, discipline, attendance, needs assessments, etc.) to monitor student progress, evaluate the framework, and adjust CCSCF programming to improve outcomes.
- ❑ Assists with identifying professional development needs of the department to support counselors for professional growth.
- ❑ Introduces and supports use of instructional technology in school counseling programming and curriculum.

Leadership

The School Counseling Department Head plans, conducts, and documents regularly scheduled department meetings to determine department goals, ensure ethical practices, monitor the implementation of the CCSCF, and liaises between the department, administration, and Central Office.

- ❑ Assures department is following the ethical guidelines as outlined by the ASCA Ethical Standards for School Counselors.
- ❑ Plans and leads PLCs within the department, with other departments, and with administration.
- ❑ Assists in the school's implementation of district and school initiatives as appropriate to promote success for all students.
- ❑ Communicates and serves as a liaison between the department, administration, and Central Office.
- ❑ Adheres to procedures set forth by the Central Office.
- ❑ Serves on committees when requested as a department representative.
- ❑ Consults on cases with school faculty, administration, families, student support personnel, other school counselors, and community agencies as necessary.
- ❑ Advocates for students' needs based on school and district data
- ❑ Advocates for equity in policies and procedures that have an impact on students
- ❑ Advocates for policies supporting equitable access to school counseling services for all students.

Operational

The School Counseling Department Head is the manager of the department and as such, is involved in tasks pertaining to budgeting, ordering, and record keeping. The School Counseling Department Head contributes to the recruitment, retention, and enrollment process.

- ❑ Manages departmental budgets, prepares and submits OF-95s.
- ❑ Assists in the student course selection process.
- ❑ Assures school counseling records are kept in accordance with state and federal laws, and with ethical standards.
- ❑ Assures all school counselors keep appropriate student documentation (i.e., grades, remediation plans, credit information) in student files and that parent/student contacts are documented.
- ❑ Maintains and submits department records, student data and PLC minutes.
- ❑ Assists Building Administration and Central Office with recruitment.
- ❑ Suggests community resources and opportunities for recruitment at the local level.
- ❑ Assists with the development of a schedule for and implementation of recruitment activities (i.e., Orientation, Counselor Breakfasts, Open House, Visits and Tours).
- ❑ Assists with monitoring recruitment, retention, and admissions for middle school and transfer students in accordance with CTECS admissions policy.

Mid-Year Identified Indicator Progress:

Progress on Growth Indicator for Instructional Support:

Progress on Growth Indicator for Leadership:

Progress on Growth Indicator for Operational Responsibility:

Administrator Comments:

Department Head

Date

Evaluator

Date

**GOAL SETTING, PLANNING, AND SELF-REFLECTION
SCHOOL COUNSELING DEPARTMENT HEAD**

***General Statement of Duties:** The department head is a school counselor who provides leadership, advocacy, and collaboration at the school level to ensure the development, implementation, and assessment of a school counseling framework and programming that benefits all students in the school.*

I. Instructional Support

INDICATOR <i>Indicate your performance level on each indicator below.</i>	Below Standard	Approaching Standard	Meeting Standard	Above Standard
1. Assists with and monitors the implementation and systematic delivery of school counseling services (short term counseling curriculum, small groups, individual planning, stakeholder programs) that are aligned with the CT Comprehensive School Counseling Framework (CCSCF) and the American School Counselor Association (ASCA) National Model for School Counseling.				
2. Manages counselor caseload distribution to assure school counselors follow their students for the duration of the time the students are enrolled and that students have access to a school counselor in the event their counselor is absent for an extended period of time.				
3. Models and shares with all departments: current laws, research, and best practices related to academic, social-emotional, and career development that improves student outcomes.				
4. Integrates school counseling programs within the total educational curriculum of the school.				
5. Advocates for the elimination of barriers to access and equity to a rigorous education from all students.				
6. Assists school counselors in preparing and delivering school counseling curriculum that are aligned to the CCSCF Student Standards to all students in all grades				

7. Uses student, program, and school-wide data (i.e., climate, discipline, attendance, needs assessments, etc.) to monitor student progress, evaluate the framework, and adjust CCSCF programming to improve outcomes.				
8. Assists with identifying professional development needs of the department to support counselor professional growth.				
9. Introduces and supports use of instructional technology in school counseling programming and curriculum.				

Choose one *Instructional Support* indicator on which you would like to improve and write a goal statement.

Growth Indicator for Instructional Support:

II. Leadership

INDICATOR <i>Indicate your performance level on each indicator below.</i>	Below Standard	Approaching Standard	Meeting Standard	Above Standard
1. Assures department is following the ethical guidelines as outlined by the ASCA Ethical Standards for School Counselors.				
2. Plans and leads PLCs within the department, with other departments, and with administration.				
3. Assists in the school's implementation of district and school initiatives as appropriate to promote success for all students.				

<p>4. Communicates and serves as a liaison between the department, administration, and Central Office.</p> <ul style="list-style-type: none"> a. Adheres to procedures set forth by Central Office. b. Serves on committees when requested as department representative. c. Consults on cases with school faculty, administration, families, student support personnel, other school counselors, and community agencies as necessary. d. Advocates for students' needs based on school and district data e. Advocates for equity in policies and procedures that have an impact on students f. Advocates for policies supporting equitable access to school counseling services for all students. 				
---	--	--	--	--

Choose one *Leadership* indicator on which you would like to improve and write a goal statement.

Growth Indicator for Leadership:
<hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/> <hr style="border-top: 1px dashed black;"/>

III. Operational Responsibilities

INDICATOR <i>Indicate your performance level on each indicator below.</i>	Below Standard	Approaching Standard	Meeting Standard	Above Standard
1. Manages departmental budgets, prepares and submits OF-95s.				
2. Assists in the student course selection process.				
3. Assures school counseling records are kept in accordance with state and federal laws, and with ethical standards.				
4. Assures all school counselors keep appropriate student documentation (i.e., grades, remediation plans, credit information) in student files and that parent/student contacts are documented.				
5. Maintain and submits department records, student data and PLC minutes.				
6. Assists Building Administration and Central Office with recruitment. a. Suggests community resources and opportunities for recruitment at the local level. b. Serves on committees when requested as a department representative. c. Assists with monitoring recruitment, retention, and admissions for middle school and transfer students in accordance with CTECS admissions policy.				

Choose one *Operational Responsibility* indicator on which you would like to improve and write a goal statement.

Growth Indicator for Instructional Support:

Department Head

Date

Evaluator

Date

Reference Final Department Head Evaluation for Rating Rubric

SCHOOL COUNSELING DH EVALUATION RUBRIC

DIRECTIONS: Indicate the performance level of each indicator below.

I. Instructional Support

INDICATOR	Below Standard	Approaching Standard	Meeting Standard	Above Standard	Insert Evidence
1. Assists with and monitors the implementation and systematic delivery of school counseling services (short term counseling curriculum, small groups, individual planning, stakeholder programs) that are aligned with the CT Comprehensive School Counseling Framework (CCSCF) and the American School Counselor Association (ASCA) National Model for School Counseling.					
2. Manages counselor caseload distribution to assure school counselors follow their students for the duration of the time the students are enrolled and that students have access to a school counselor in the event their counselor is absent for an extended period of time.					
3. Models and shares with all departments: current laws, research, and best practices related to academic, social-emotional, and career development that improves student outcomes.					
4. Integrates school counseling programs					

within the total educational curriculum of the school.					
5. Advocates for the elimination of barriers to access and equity to a rigorous education for all students.					
6. Assists school counselors in preparing and delivering school counseling curriculum that are aligned to the CCSCF Student Standards to all students in all grades					
7. Uses student, program, and school-wide data (i.e., climate, discipline, attendance, needs assessments, etc.) to monitor student progress, evaluate the framework, and adjust CCSCF programming to improve outcomes.					
8. Assists with identifying professional development needs of the department to support counselor for professional growth.					
9. Introduces and supports use of instructional technology in school counseling programming and curriculum.					

II. Leadership

INDICATOR	Below Standard	Approaching Standard	Meeting Standard	Above Standard	Insert Evidence
-----------	----------------	----------------------	------------------	----------------	-----------------

<p>1. Assures department is following the ethical guidelines as outlined by the ASCA Ethical Standards for School Counselors.</p>					
<p>2. Plans and leads PLCs within the department, with other departments, and with administration.</p>					
<p>3. Assists in the school's implementation of district and school initiatives as appropriate to promote success for all students.</p>					
<p>4. Communicates and serves as a liaison between the department, administration, and Central Office.</p> <ul style="list-style-type: none"> a. Adheres to procedures set forth by Central Office. b. Serves on committees when requested as department representative. c. Consults on cases with school faculty, administration, families, student support personnel, other school counselors, and community agencies as necessary. d. Advocates for students' needs based on school and district data. e. Advocates for equity in policies and procedures that have an impact on students. f. Advocates for policies supporting equitable access to school counseling services for all students. 					

III. Operational Responsibilities

INDICATOR	Below Standard	Approaching Standard	Meeting Standard	Above Standard	Insert Evidence
1. Manages departmental budgets, prepares and submits OF-95s.					
2. Assists in the student course selection process.					
3. Assures school counseling records are kept in accordance with state and federal laws, and with ethical standards.					
4. Assures all school counselors keep appropriate student documentation (i.e., grades, remediation plans, credit information) in student files and that parent/student contacts are documented.					
5. Maintain and submits department records, student data and PLC minutes.					
6. Assists Building Administration and Central Office with recruitment. a. Suggests community resources and opportunities for recruitment at the local level. b. Serves on committees when requested as department representative.					

c. Assists with monitoring recruitment, retention, and admissions for middle school and transfer students in accordance with CTECS admissions policy.					
---	--	--	--	--	--

Appendix F Sample School Counseling Annual Calendar

XYX Tech School Counseling Annual Calendar						
	Individual Planning	Lessons	Assessments	Small Groups	Student Info Sessions	Parent/Community Events
September	Grade 12	Grade 9 Settling into HS	9 th Grade DESSA		Grade 9 Exploratory	Open House
October		Grade 12 Work Life Balance		On-going Grades 9-12 as needed 6-8-week open groups	Grade 9-10 PSAT	Financial Aid Night
November	Grade 9	Grade 9 Developing good academic habits	9 th Learning Styles Inventory		Grade 12 FAFSA Completion	Trade Night
December		Grade 10 Developing Your Brand	Grade 10 Do What you Are			
January		Grade 11 Post-secondary Pathways	Grade 11 College & Career Search Super Match		Grades 9-11 Course Registration	
February	Grade 10	Grade 10 Resume Writing				
March		Grade 12 Becoming an Adult			Grade 11-12 SAT	
April	Grade 11	Grade 9 Safe use of Technology				College & Career Fair
		Grade 10 Healthy Relationships				
May		Grade 11 Managing Stress & Anxiety				
June			12 th Grade Graduation Survey			Incoming 9th Grade Orientation
KEY=						
	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Multi-Grade	Parents/Community