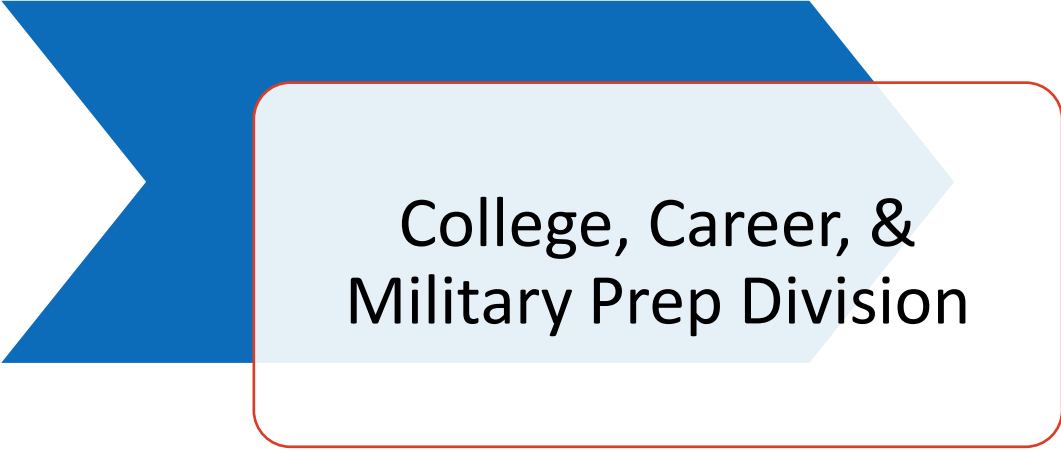


The Texas Model for Comprehensive School Counseling Programs

Introductions



Counseling, Advising, and Student Supports



College, Career, &
Military Prep Division

Works to ensure that
all Texas students have access
to high-quality pathways
to career and college



Counseling, Advising,
and Student Supports

Empowers Texas districts to plan,
implement, and evaluate a
comprehensive counseling program
that prepares students for
postsecondary success

Introductions

Stephanie Lerner

- Counselor Support Program Manager at the Texas Education Agency
- Counseling, Advising, and Student Supports Team
- Contact: Stephanie.Lerner@tea.texas.gov

My Role:

- Serve as primary point of contact for Texas school counselors (SC)
- Develop SC resources and conduct SC trainings
- Support the strong implementation of a comprehensive counseling program

Presentation Agenda & Objectives

Agenda

1. Introduction
2. Comprehensive school counseling programs (CSCP) overview
3. Principal-Counselor collaboration
4. *The Texas Model for Comprehensive School Counseling Programs* Resources
5. Administrator feedback activity
6. Conclusion

Objectives

The participant will:

- Understand the role of CSCPs in the school environment
- Be prepared to collaborate with school counselors in implementing a CSCP
- Explore and identify resources for *The Texas Model for Comprehensive School Counseling Programs* (Texas Model)

Why is a CSCP Important?

Objective 1 - The participant will understand the role of CSCPs in the school environment.

What is a Texas Model-aligned CSCP?

Definition

A CSCP is a developmental and systematic framework that organizes resources to meet the needs of students through four delivery system components:

- **Guidance curriculum** - large or small group lessons that facilitate student growth in the areas of educational, career, personal, and social development
- **Responsive services** - preventative, remedial, or crisis support for students in their time of need
- **Individual planning** - assistance given directly to students in developing and achieving their academic, career, personal, and social goals
- **System support** -
 - **Counseling program management activities** - foundational activities that establish, manage, and evaluate the school counseling program
 - **Support services** - indirect student services where counselors coordinate and consult with staff, families, and community to support the student's educational, career, personal, and social development.

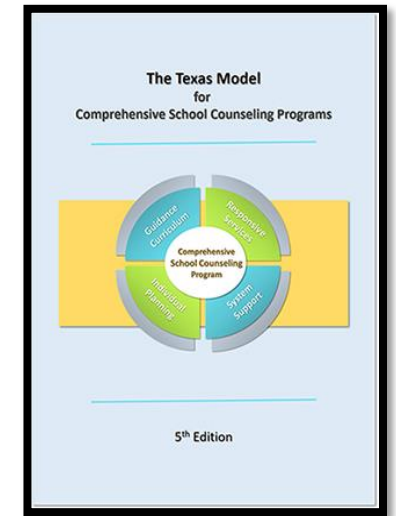
(TEA, 2018)

The Texas Model

The Texas Model for Comprehensive School Counseling Programs (Texas Model) is based on the statutory description of Texas school counseling programs and school counselor duties (Texas Education Code [TEC] §§33.005-33.007). The Texas Model is a collaboration between the Texas Education Agency (TEA) and the Texas School Counseling Association (TSCA), which will be further expanded and revised to address changes to statute related to school counseling since 2019.

Following *The Texas Model* to plan, implement, and evaluate your school's CSCP ensures that:

- students receive optimal support
- the counseling program is based upon campus data/goals, the school's mission, statute, and SC professional standards
- the program complies with TEC §§33.005



CSCPs Foster Improved Student Outcomes

Student Outcomes

A CSCP can positively impact K-12 student outcomes in the areas of academic achievement, college and career readiness, and personal development.

- “A growing body of research indicates comprehensive, data-driven school counseling programs improve a range of student learning and behavioral outcomes.”
- “Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particularly true for students in high-poverty schools.”



For more information, visit [Empirical Research Studies Supporting the Value of School Counseling](#).

(ASCA, 2022)

Programming During Post-Pandemic Times

Why focus on CSCP development in the wake of a pandemic?

- The United States Department of Education (USDE) Report on supporting student mental health found that the pandemic has had a significant impact on students' mental health, adding considerable stress and resulting in notably elevated mental health challenges.
- “70 percent of public schools reported that the percentage of students who have sought mental health services increased since the start of the COVID-19 pandemic.”

CSCPs provide a structure for school-based counseling programs, and a starting point to prioritize program components during this challenging time.



Share in the Chat Box:

How are you feeling about your school's counseling program this year? What resources do you need?

(USDE, 2021)
(IES, 2022)

The School Counselor's Role

Objective 2 – The participant will be prepared to collaborate with school counselors in implementing a CSCP.

The Law: TEC §33.006 (Senate Bill 179, 87th Legislature, 2021)

What exactly does the law say about SC duties?

SB 179 Section 11 – Amends TEC §33.006

(d) Except as provided by Subsection (e), the board of trustees of each school district shall adopt a policy that requires a school counselor to spend at least 80 percent of the school counselor's total work time on duties that are components of a counseling program developed under Section 33.005.



TEC §33.006 SCHOOL COUNSELORS; GENERAL DUTIES.

- (a) The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities.
- (b) In addition to a school counselor's responsibility under Subsection (a), the school counselor shall:
 - (1) participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students (2-7)
- (c) Nothing in Subsection (b)(7) exempts a school counselor from any mandatory reporting requirements imposed by other provisions of law.
- (d) Except as provided by Subsection (e), the board of trustees of each school district shall adopt a policy that requires a school counselor to spend at least 80 percent of the school counselor's total work time on duties that are components of a counseling program developed under Section 33.005. For purposes of this subsection, time spent in administering assessment instruments or providing other assistance in connection with assessment instruments, except time spent in interpreting data from assessment instruments, is not considered time spent on counseling. Each school in the district shall implement the policy. A copy of the policy shall be maintained in the office of each school in the district and made available on request during regular school hours to district employees, parents of district students, and the public.

The Law: TEC §33.005 (House Bill 18, 86th Legislature, 2019)

What does the law say about SCs using the Texas Model?

HB 18 Section 11 –

Amends Section TEC §33.005 of the Education Code

This section changes the Developmental Guidance and Counseling Programs to the Comprehensive School Counseling Programs. A

Comprehensive program will be considered such if it conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs....



TEC §33.005 COMPREHENSIVE SCHOOL COUNSELING PROGRAMS.

- (a) A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association.
- (b) The school counselor shall design the program to include:
 - (1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
 - (2) a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
 - (3) an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
 - (4) system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

The Law: Continuing Education

TEC, §21.054(e) Continuing education requirements for a principal

must provide that not more than 25 percent of the training required every five years include instruction regarding:

- (1) effective and efficient management, including:
 - (A) collecting and analyzing information;
 - (B) making decisions and managing time; and
 - (C) supervising student discipline and managing behavior;
- (2) recognizing early warning indicators that a student may be at risk of dropping out of school;
- (3) digital learning, digital teaching, and integrating technology into campus curriculum and instruction;
- (4) effective implementation of a comprehensive school counseling program under Section 33.005;**
- (5) mental health programs addressing a mental health condition;
- (6) educating diverse student populations...



TEC, §21.054(f) Continuing education requirements for a counselor

must provide that not more than 25 percent of training required every five years include instruction regarding:

- (1) assisting students in developing high school graduation plans;
- (2) implementing dropout prevention strategies;
- (3) informing students concerning:
 - (A) college admissions, including college financial aid resources and application procedures; and
 - (B) career opportunities;
- (4) counseling students concerning mental health conditions and substance abuse, including through the use of grief-informed and trauma-informed interventions and crisis management and suicide prevention strategies; and
- (5) effective implementation of a comprehensive school counseling program under Section 33.005.**



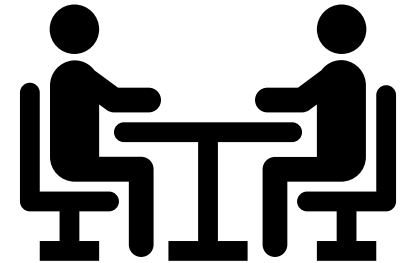
TEC §21.054 (as well as TEC §33.005 and §33.006), present an opportunity for SCs and administrators to work together to identify appropriate school counselor duties so students receive optimal support.

The Texas Model Encourages Administrators to Collaborate with SCs

Principals are encouraged to meet regularly (i.e., weekly or monthly) with their SCs and discuss how the school's CSCP relates to the Texas Model and meets the students' current needs.

In these meetings, principals and SCs are encouraged to:

- Align the counseling program goals with the overall campus goals or mission
- Discuss the Texas Model's SC Duties chart
- Discuss TEC §§33.005-33.006
- If needed, follow the steps on pg. 117 of the Texas Model to implement a plan so SCs have the time needed to counsel students



The Texas Model Encourages Administrators to Support the School Counseling Program

Section IV of *The Texas Model* provides guidance for how administrators can support their SCs to be most effective.

Section IV includes the following:

- A detailed description of the four service delivery components, including information necessary for effective implementation such as administrator roles within each component
- The identification and discussion of counseling and non-counseling duties to help administrators appropriately allocate campus resources to fully benefit from SCs' expertise
- The School Counseling Pyramid of Program Services which emphasizes the importance of the school administrator's support for the professional discretion and training of the school counselor when providing individual and group counseling services to students
- Guidance that the school counselor works with the campus leadership team to identify and provide services to all students through guidance lessons, small groups, individual planning, and individual counseling, adhering to legal (including state law and board policy) and ethical codes (SBEC, ACA and ASCA) to maintain the safety and well-being of students

(TEA, 2018)

Collaboration: Real-Life Examples

This video clip shows how a principal works with her school counselors, so students receive optimal support.



<https://www.nassp.org/professional-learning/online-professional-development/leading-success/module-9/video-the-counselor-in-the-principals-leadership-circle/> **From :45 to 1:30 mark**

The Texas Model for Comprehensive School Counseling Programs

Objective 3 - The participant will explore and identify resources for *The Texas Model for Comprehensive School Counseling Programs*.

The Texas Model – 5 Sections

- The **Introduction** lays out all the building blocks of the Texas Model
- **Section I** breaks down the responsibilities in school counseling
- **Section II** explains the Program Implementation Cycle
- **Section III** offers step-by-step instructions and workbook boxes for creating the foundation of the school counseling program
- **Section IV** covers the role and duties of the school counselor; this section gives step-by-step instructions and workbook boxes for creating the program design of the school counseling program (all tiers covered)
- **Section V** provides the program guidance curriculum scope/sequence for tiers 1 and 2

(TEA, 2018)

Now let's discuss MTSS and how the TX Model fits into the organizational framework of MTSS.

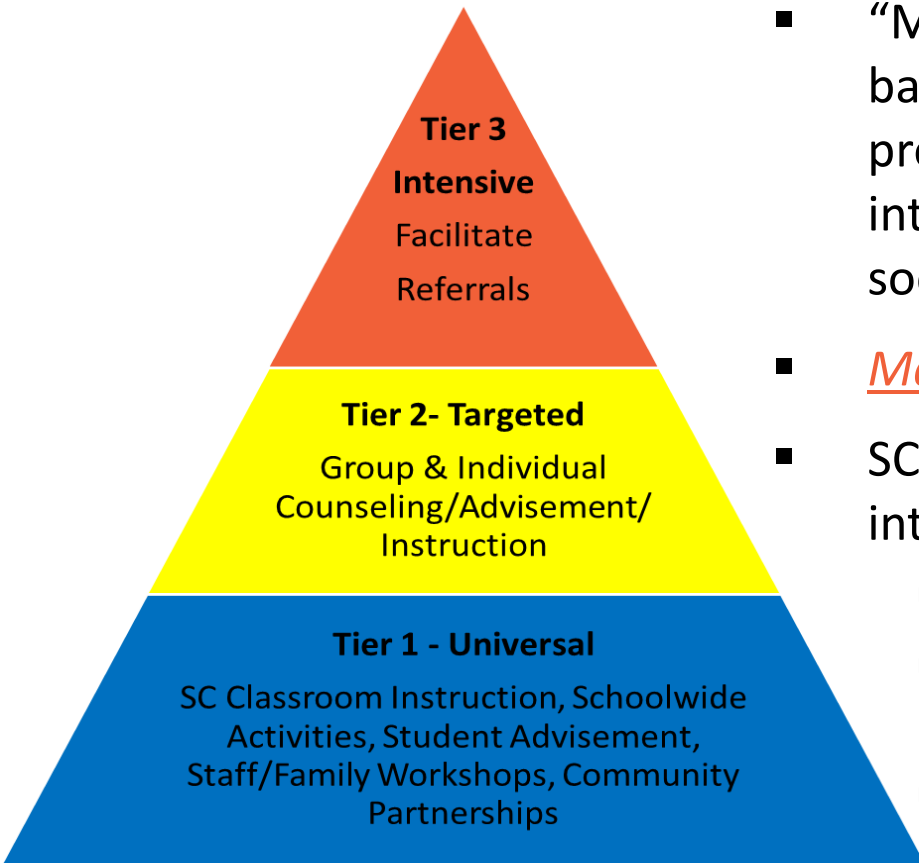
Figure 1.2.
Characteristics of Traditional vs. Developmental Counseling Programs

Traditional	Developmental
<ul style="list-style-type: none">• Reactive• Crisis counseling only• Individual guidance and counseling only• Uneven services to students• Emphasis on services• Information dissemination• Clerical/administrative task oriented• Unstructured program• Unmeasurable• Counselors only	<ul style="list-style-type: none">• Planned, based on priorities• Preventive and crisis counseling• Group and individual counseling• Consistent services to all students• Emphasis on program• Developmental curriculum• Student goal attainment oriented• Designed program• Evaluated and improved, based on evaluation results• Counselors collaborate with all school staff, parents, and community

5 -

Multi-Tiered System of Supports in School Counseling

It is important to have “a systemic and coordinated multitiered support system that addresses school climate, the social and emotional domain, and behavioral and mental health” (TEC §37.115). The Texas Model (esp. sections 3-5) fits within the framework of MTSS.



- “Multi-tiered system of supports (MTSS) is a culturally sustaining, evidence-based framework implemented in pre-K–12 schools using data-based problem-solving to integrate academic and behavioral instruction and intervention at tiered intensities to improve the learning and social/emotional functioning of all students.”
- *Making MTSS Work*
- SCs align their program with MTSS by providing direct and indirect interventions at:
 - Tier 1- classroom instruction, schoolwide programming/initiatives
 - Tier 2- small-group and individual counseling, consultation and collaboration with staff, families, community
 - Tier 3- indirect service through consultation, collaboration, referrals (ASCA, 2021).



Texas Model CSCP Steps Overview



Steps:

- Counseling Advisory Team (CAT) Creation
- Texas Model Review
- Program Audit
- Data Analysis
- Foundation Creation
- Foundation Publication
- Program Design Creation
- Program Design Publication
- Program Tracking Tool
- Presentation to Administration

Steps:

- Staff Presentation
- Annual Program Plan Meeting
- Goal Driven Program
- PLC Meetings
- Administration Meetings
- Program Improvements
- SC Competencies Review
- Weekly Schedule Posting


Steps:

- Mid Year Program Audit
- Mid Year Data Mining
- EOY Program Audit
- EOY Data Mining
- Program Modifications
- Transparency

The Checklist - Page One

This checklist explains all the chronological steps to plan, implement, and evaluate a Texas Model-aligned comprehensive school counseling program. Administrators and counselors can use this checklist to collaboratively create or revise their school's counseling program.



Texas Model Alignment Checklist	
Aligning Your Comprehensive School Counseling Program with the Texas Model	
	
<p>Texas Education Code 33.005 (2019) states that school counselors must “plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the <i>Texas Model for Comprehensive School Counseling Programs</i>” (TCA, 2018). This alignment checklist was created to help you do just that! It is divided into the three stages of acquiring a comprehensive school counseling program (CSCP)- planning, implementing and evaluating. Each stage has various tasks with checkboxes, so that school counselors (SCs) can move through the tasks in a comprehensive and ordered fashion. As you complete each task, check it off and move to the next task. All explanations, descriptions, and page numbers for the following tasks are located in the <i>Texas Model for Comprehensive School Counseling Programs 5th ed.</i> For some of you, creating a CSCP may seem like an overwhelming project- feel free to move through the checklist at a pace that works for you.</p>	
STAGE ONE: PLANNING	
<i>*Tip: Complete planning stage during May and June for the following school year's CSCP.</i>	
<input type="checkbox"/>	Commit to the action of creating a CSCP by forming a Counselor Advisory Team (CAT) that will engage in the planning tasks below. <i>*The CAT should include school counselors (from campus and/or district), principal, teacher, community member; other possible CAT members- school therapist, school psychologist, school resource officer, nurse, etc.</i>
<input type="checkbox"/>	Read the <i>Texas Model for Comprehensive School Counseling Programs 5th ed. (TX Model)</i> .
<input type="checkbox"/>	Assess your current counseling program by completing the Counseling Program Audit (pg. 172) with the CAT, use some audit “absents” to help inform the goals of your CSCP. <i>*If you have no counseling program in place or mostly “absents” on your audit, don’t get discouraged. Just work through this checklist and remember that we all have to start somewhere.</i>
<input type="checkbox"/>	Compile and analyze school data with the CAT to determine student needs (pgs. 57-66). <i>*If you are just starting out, choosing just 1-2 data sources from these pages is fine in order to avoid overwhelming your team with too much data.</i>
<input type="checkbox"/>	Create your CSCP Foundation by working through Section III of the <i>TX Model</i> with the CAT, completing each of the activity boxes within the section. <ul style="list-style-type: none">• Mission Statement• Definition• Rationale• Assumptions• Goals• Program Design Priorities
<input type="checkbox"/>	Write your foundation in a document to share with community/staff/administration. <i>* See example foundation template, if needed.</i>
<input type="checkbox"/>	Create your CSCP Program Design with the CAT by working through Section IV of the <i>TX Model</i> , completing each of the activity boxes within the section and then making a yearly calendar (divided into months), and program balance chart/weekly schedule. Completing each of the bulleted items below will guide you in designing the specifics of your program. <ul style="list-style-type: none">• Guidance Curriculum Services• Campus Responsive Services• Independent Planning Priorities• Monthly Calendar (pg. 105)- Use the Section V content/topics for your calendar, as needed.• Program Balance Chart (pgs. 121-124)- You can turn this chart into your weekly schedule.
<input type="checkbox"/>	Compile your program design elements (activity box information, calendars, etc.) in a document to share it with stakeholders. <i>* See example program design template, if needed.</i>
<p>2020 tea.texas.gov. Written by Stephanie Lerner, MS, CSC.</p>	

The Checklist - Page Two



- ☐ Set up your Counseling Program Tracking and Data Analysis Report tool.
**Use the templates on pgs. 107, 125 to guide you in and keep track of how you are spending your time; alternately there are many other excellent tracking and report tools such as [ASCA's Use of Time assessment](#), a simple self-created Excel sheet, SCUTA, [EZAnalyze](#), etc.*
- ☐ If this hasn't already occurred through the CAT, present **all** of your planning work to your principal for approval; be sure to give them a copy of all documents.

STAGE TWO: IMPLEMENTING

- ☐ Work with your principal to briefly present the CSCP to staff on your campus.
**For example, you might just present your CSCP's mission, goals and calendar, during the BOY staff meeting.*
- ☐ Complete an Annual Program Plan with your principal- review your Job Description/Program Balance together to guide this meeting; both SC/s and principal should initial/receive copy of the Annual Program Plan once all are in agreement.
**Prep your job description (pg. 169) and program balance (pg. 123) before the meeting, then your principal can review the plan and suggest modifications, as needed. For a streamlined Annual Program Plan- see [ASCA's Annual Agreement Template](#).*
- ☐ Use your CSCP goals, weekly schedule, and calendar to drive your daily tasks and interactions with students/community.
**Set a weekly time for reviewing alignment between your CSCP goals/calendar and your daily tasks.*
- ☐ Meet regularly with your professional learning community (PLC) or/and CAT to review CSCP goals, monthly calendars, data from Counseling Program Tracking tool, etc.
**These regular reviews will guide your team in analyzing progress, identifying areas of concern, and determining next month's ~~guidance/counseling~~ program activities.*
- ☐ Meet regularly with your principal to review CSCP goals and give updates/data on completed calendar activities.
**In these meetings, share data from your student activities (i.e., guidance lesson pre/posttest, decreased discipline referrals of group members during group sessions, etc.). Also, share data from your Counseling Program Tracking tool data to show how you spent your time that month compared with the Recommended Program Balance Service Distribution (pg. 123). Share counseling program needs (i.e., less non-counseling duties) if your tracking tool shows that you are out of compliance with the program balance recommendations, with Texas Education Code 33.006 regarding the primary responsibility of the school counselor, or with the appropriate duties of the school counselor according to pg. 119 of the Texas Model.*
- ☐ Make program improvements as needed during implementation.
- ☐ Review school counselor competencies (pg. 22-27) at least 2x per year.
- ☐ Prominently display your weekly schedule throughout the school (i.e., the door to your counseling classroom and/or office, the front office, etc.)

STAGE THREE: EVALUATING

- ☐ At the mid-year point, fill out the School Counseling Program Audit (pg. 172-178) with the CAT to note progress or weak areas to focus on.
- ☐ At the mid-year point, data mine with the CAT to check on progress achieving goals.
**Use one or more of the same data points from pgs. 58-66.*
- ☐ At the end of the school year, fill out the School Counseling Program Audit (pg. 172-178) with the CAT again and compare it with the BOY Audit to identify areas of progress and need.
**Present this data to admin/staff.*
- ☐ At the end of the school year, data mine with the CAT to determine if goals were achieved.
**You can use same planning data points from pgs. 58-66.*
- ☐ With the CAT, determine CSCP aspects/activities to continue or to modify.

References

Comprehensive School Counseling Programs, Texas Education Code, §33.005 (2019).
School Counselor General Duties, Texas Education Code, §33.006 (2017).
Texas Counseling Association. (2018). *The Texas model for comprehensive school counseling programs (5th ed.)*. Austin, TX: Texas Counseling Association.

2020 [tea.texas.gov](#). Written by Stephanie Lerner, MS, CSC.

Feel free to use the example as a template for your own school or district CSCP.

- Our group data indicated knowledge gained through pretests.
- discipline data showed highest rates in Apr, may, **jun** and with 6th graders
- academic data showed more failing classes as year progressed
- Academically, 8th grade failed the most classes
- 6th grade had the highest referrals
- Staff evaluations patterns showed overall very high marks for school counseling program

We found the following areas of significance in our data points:

- high crisis numbers (1.2 crises per day).
- more crisis and discipline referrals in spring
- counselors spend a significant amount of time on system support,
- 6th graders highest # discipline referrals
- 6th graders highest # failing grades

The most significant needs identified in these assessments were:

- Getting along with friends or others/ difficulty making friends
- Testing, bullying, stress, cyberbullying
- Dealing with change/ new situations at home with family
- Physical/ sexual abuse, neglect or domestic violence
- Handling stress healthfully
- Anger management
- Destigmatizing mental illness

Advisory council Input/insight to be incorporated into CSCP goals:

- We will share 4 CSCP goals at first 17-18 leadership meeting to elicit responses/additions
- TBD through discussion of student concerns at weekly PLC meetings and monthly Leadership meeting

Program Goals for the 2020-21 Year

G1. By May 2021, students in 6/7/8gr will decrease the number of failed classes by 10% from the previous school year to the current school year. Source: CMS Failure Term Report **Staywell**

G2. By May 2021, students in 6/7/8gr will decrease the number of discipline referrals by 10% from the previous school year to the current school year. Source: CMS Annual Discipline Report **Staywell**

G3. By May 2021, students in 6/7/8gr will decrease the number of crisis incidents by 10% from the previous school year to the current school year. Source: CMS Crisis Reports **Staywell**

CSCP Design Priorities

Goals: ranked by importance according to our group (1 is most important).

1. Students
2. Parents
3. Teachers

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TIME	MONDAY	TUESDAY	WEDNES	THURSDAY	FRIDAY
8-8:30	Crisis <i>የጥገና</i> (RS)	Staff Referrals/SST (SS)	Crisis <i>የጥገና</i> (RS)	Staff Referrals/SST (SS)	Crisis (RS)
8:30-9	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)	Student Concerns (RS)
9-9:30	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	New Student Scheduling/ Advising (IP)	Weekly Counseling Team Mtg (SS)
9:30-10	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	Group Counseling (GC)	New Student Scheduling/ Advising (IP)
10-10:30	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	Group Counseling (GC)	New Student Scheduling/ Advising (IP)
10:30-11	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
11-11:30	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
11:30-12	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Counselor Corner during Student Lunches (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
12-12:30	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Counselor Corner during Student Lunches (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
12:30-1	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Counselor Corner during Student Lunches (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
1-1:30	Individual Sessions/Referrals (RS)	Guidance Lessons (GC)	Individual Sessions/Referrals (RS)	Group Counseling (GC)	Individual Sessions/Referrals (RS)
1:30-2	In School Suspension Conferences (RS)	Guidance Lessons (GC)	In School Suspension Conferences (RS)	Group Counseling (GC)	In School Suspension Conferences (RS)
2-2:30	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	Group Counseling (GC)	Weekly Principal- Counselor Meeting (SS)
2:30-3	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	Group Counseling (GC)	Weekly Principal- Counselor Meeting (SS)
3-3:30	New Student Scheduling/ Advising (IP)	Guidance Lessons (GC)	New Student Scheduling/ Advising (IP)	Group Counseling (GC)	New Student Scheduling/ Advising (IP)
3:30-4	Session <i>የጥገና</i> <i>የጥገና</i> (SS)	Session <i>የጥገና</i> <i>የጥገና</i> (SS)	Session <i>የጥገና</i> <i>የጥገና</i> (SS)	Session <i>የጥገና</i> <i>የጥገና</i> (SS)	Session <i>የጥገና</i> <i>የጥገና</i> (SS)

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School Counselor Evaluation Information

School Counselor Evaluations

Districts evaluate school counselors using evaluation tools that are based on the Texas Education Code's duties of a school counselor, TEC §33.006. It is important to avoid evaluating school counselors according to criteria developed for classroom teachers or other educational professionals. Below are links to some helpful evaluation tools and information for school counselors and administrators.

Resources:

- [TEC §21.356: Evaluation of School Counselors](#)
- [The American School Counselor Association's School Counselor Performance Appraisal](#)
- [Texas School Counselor Evaluation & Support System \(T-SCESS\)](#)
- [The Texas Evaluation Model for Professional School Counselors, 3rd Edition \(TEMP-SC\)](#)
- [Appropriate and Inappropriate Duties for School Counselors, page 119](#)

Administrator Feedback & Resources

Survey

TEA will collaborate with TSCA to update *The Texas Model* after the next legislative session. We will seek input from stakeholders across the state and the input of administrators is critical. Please take this brief survey and, if you would be willing to participate in additional stakeholder opportunities, provide your contact information in the Additional Comments portion of the survey. Thank you.

Feedback Survey:



Discussion

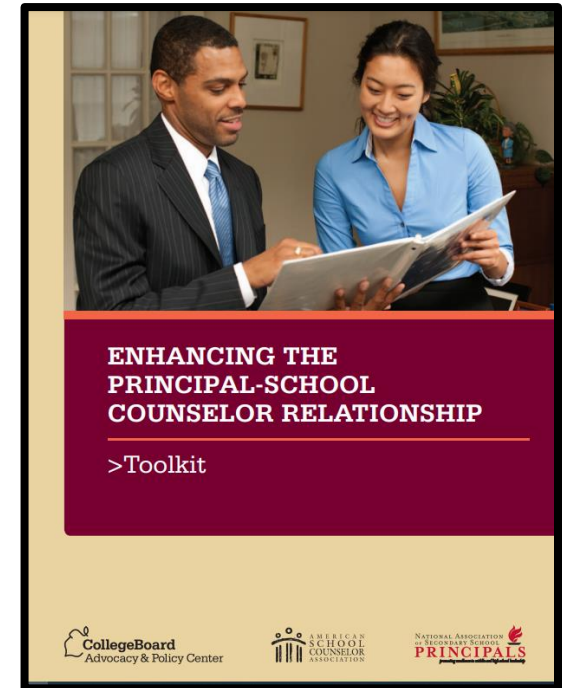
Unmute yourself and let's discuss:

- How do you see *The Texas Model* improving student outcomes?
- How do you see *The Texas Model* improving school climate?
- What are potential challenges of implementing *The Texas Model* on your campus or district?
- What obstacles have you experienced (or do you expect to experience) in ensuring your school counselors have the capacity to provide a CSCP that is aligned to *The Texas Model*?
- What are potential solutions to overcome these obstacles?

Administrator Resources

Each of the resources below has information specifically focused on administrator support and training.

- [The Texas Model](#) - The model addresses administrator support in the CSCP; you can find especially helpful strategies in Section 4 and on pages 110-114.
- [Exploring the Dynamics of a Changing Relationship](#) - This document provides guidance from NASSSP on crucial aspects to collaboration between principals and counselors.
- [Enhancing the Principal-Counselor Relationship](#) - This document is an extensive toolkit from the College Board.

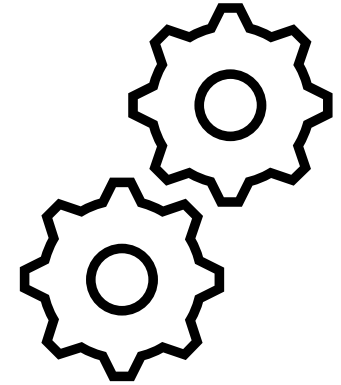


Conclusion

Let's Review...

A brief review of the main topics we covered in this presentation today:

- Definition and importance of Texas-model aligned CSCPs
- Collaboration around state statutes regarding *The Texas Model* and SC duties
- Resources to plan, implement, and evaluate a CSCP aligned to *The Texas Model*



Questions?



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