



Department of Guidance and Counseling

Annual Report

2013-2014



I am pleased to provide the Department of Guidance and Counseling annual report for 2013-2014. The Judson ISD Comprehensive and Developmental Guidance and Counseling Program is delivered through the four service components of: **Guidance Curriculum, Individual Planning, Responsive Services and System Support (Texas Education Code §33.005).**

The purpose of the Judson ISD school counseling program is to provide a comprehensive and developmental guidance and counseling program that will address the academic, personal-social, and career development competencies of all students so that they may realize and achieve personal and postsecondary goals. The Judson ISD Professional School Counselors (PSCs) will facilitate the support system so all students have access to opportunities enabling them to fully cultivate personal, social and academic and development so that they may be prepared to effectively manage future challenges and will be successful.

The JISD school counseling framework serves as a catalyst for change by outlining how school counseling can support student achievement and education reform objectives. This framework is intended to guide school administrators and counselors in the development of measurably effective school counseling; and assist in alignment of the school counseling program to the counseling curriculum with the priorities of education reform and career development education. When school counseling programs are seen as central to the school mission, with responsibilities and standards for school counseling delivery and evaluation well-defined, the model benefits students and educational stakeholders.

The following report will summarize the professional school counseling services and data compiled throughout the 2013-2014 school year. The primary responsibility of a Professional School Counselor (PSC) is to counsel students to fully develop each student's academic, career, personal, and social abilities so that the student is more prepared to meet the challenges of the future. This shall be accomplished by planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students K-12.

The Judson ISD Guidance and Counseling framework is designed based on the recommendations provided by The Texas Education Agency Comprehensive, Developmental Guidance & Counseling Program and the national standards for school counseling programs of the America School Counselors Association (ASCA). The Judson ISD Counseling Program is comprehensive in scope, preventative in design, and developmental in nature.

Sincerely,

Ernest Cox Jr.
Director of Guidance and Counseling
Judson Independent School District



Annual Professional School Counseling Report: 2013-2014

The following report is a summary of the Professional School Counseling services and data compiled throughout the 2013-2014 school year. The state and national recommendation for program balance is:

Delivery Components	Elementary	Middle School	High School
Guidance Curriculum	35%-45%	35%-40%	15%-25%
Individual Planning	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10-15%	10%-15%	15%-20%

Judson ISD - Guidance Curriculum

Rationale:

The purpose of the guidance curriculum component is to help all students develop basic life skills. The guidance curriculum is taught in units through learning activities in the classroom with planned lessons for small or classroom-sized groups of students. It is the foundation of a developmental guidance program. In Texas, seven areas (Texas 7) have been identified for the guidance curriculum: Self-confidence; Motivation to achieve; Decision making, goal setting, planning and problem solving; Interpersonal effectiveness; Communication skills; Cross-cultural effectiveness; and Responsible behavior. (See Addendum(s) 1: Domain II, IV, V and Addendum 2 – Guidance Curriculum)

Number of classroom guidance sessions conducted:	5,103
Number of classroom <i>guidance lessons</i> covered:	3,257
Number of <i>small groups</i> conducted:	2,330
Number of College development activities covered:	672
Number of Career development activities covered:	475
Number of guidance sessions (registration) conducted:	465

Guidance Curriculum	2012-2013	2013-2014	Percentage Point Change	Percentage Change
District Average	9.5%	13.91%	4.41	46.42%
Elementary	16.9%	22.16%	5.26	31.12%
Middle	3.8%	10.52%	6.72	176.84%
High	5.6%	5.14%	-0.46	-8.21%



Summary: The PSCs continue to make substantial gains in their efforts to align guidance practices to the state and national recommendations. The percentage increase from 2012-2013 to 2013-2014 indicates the department’s commitment towards increasing guidance curriculum opportunities for the students of Judson ISD. Support will continue to be provided at the secondary level in order to accelerate growth in this component.

Action: The department of guidance and counseling has brought in a group of PSCs to identify guidance lessons and align them to the department master calendar. This effort will create standardization and provide a resource bank of lessons that will be used to enhance the guidance program. Ongoing support and professional development will be provided to the PSCs throughout the upcoming year. Additionally, the department will meet in grade level cohorts in the 2014-2015 year to allow for extensive collaboration.

Judson ISD - Individual Planning

Rationale:

Students in Judson ISD were provided opportunities to visit with the Professional School Counselor one-on-one to discuss/guide the students as they plan, monitor, and manage their own educational, career, and personal-social development. PSCs may use a variety of resources and activities to assist individual students to develop and implement personalized plans, set challenging goals, analyze strengths and weaknesses, analyze current progress and make decisions for the future. Individual planning is age-appropriate, relevant and unbiased. (See Addendum(s) 1: Domain II, IV, V & VI and addendum 2 – Individual Planning)

Number of individual planning meetings conducted: **39,679**
 Number of individual registration meetings conducted: **9,292**

Individual Planning	2012-2013	2013-2014	Percentage Point Change	Percentage Change
District Average	16.8%	25.21%	8.41	50.06%
Elementary	7.0%	10.37%	3.37	48.14%
Middle	19.9%	28.95%	9.05	45.48%
High	24.7%	44.10%	19.4	78.54%

Summary: The process data compiled indicates large gains at all levels throughout the department in the component of individual planning. The data indicates that there is a comfort and confidence in the one on one interaction with students during individual planning.



Action: The PSCs will collaborate and evaluate strategies in which a comprehensive approach may be taken in providing support to the students on campus. The department’s data indicates a slight overage in this component based on recommendations. Strategies will be discussed to identify common messages that may be shared in small to large group guidance versus repetition in individual settings (this may also increase Guidance Curriculum).

Judson ISD - Responsive Services

Rationale:

The purpose of the responsive services component is to intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, career, and/or educational development at risk. Although PSCs respond to any concerns presented by students, the following topics have been identified as having high priority and/or relevance within the school setting: bullying, harassment, academic success, student abuse or neglect, self-harm, severe stress, substance abuse, gang involvement, pregnancy, drop out, peer pressure, transitions, violence, death, divorce, prevention to self-harm, career indecision. (See Addendum(s) 1: Domain III, IV, V, & VI and addendum 2 – Responsive Services)

Number of individual counseling sessions facilitated: **2,356**
Number of Bullying prevention activities covered: **1,206**

Responsive Services	2012-2013	2013-2014	Percentage Point Change	Percentage Change
District Average	20.5%	20.00%	-.5	-2.44%
Elementary	25.1%	24.15%	-.95	-3.78%
Middle	22.3%	24.24%	1.94	8.69%
High	14.8%	7.83%	-6.97	-47.09%

Summary: Overall there was a decrease in the responsive services provided across the district. The decrease at the high school level was significant. This decrease may be two part: (a) change in personnel, or (b) Increased activity and support provided through proactive services such as guidance curriculum or individual planning.

Action: The department will look to address the data tracking of services provided under this component in order to identify the cause of the decrease. Additional professional development will be provided in responsive services (self-harm, grief, etc.) to heighten awareness and techniques to working with students in responsively. If it is identified that this significant decrease has been due to guidance, small groups and individual planning, the PSCs will continue to be proactive in their support to students.



Judson ISD - System Support

Rationale:

Whereas the three components previously described serve students directly, the system support component describes services and management activities which indirectly benefit students. The services include: Consultation with teachers; Parent education and community relations; Participation in the campus-based school improvement plans and goals; Provision of input from the students’ perspective to policy-makers and instructional/curriculum planners. Management activities are required to assure the delivery of a high quality guidance program. These activities include: Program development and management (advisory council, needs assessment, data analysis); Counselor staff development; Community outreach; Development of appropriate written policies, procedures and guidelines. (See Addendum(s) 1: Domain I, IV, VII & VIII and addendum 2 – System Support).

Number of Parent workshops/presentations: **372**
 Number of Staff presentations/workshops: **353**
 Professional development activities attended: **332**

System Support	2012-2013	2013-2014	Percentage Point Change	Percentage Change
District Average	28.1%	28.10%	0	0
Elementary	29.3%	30.49%	1.19	4.06%
Middle	25.5%	24.19%	1.31	-5.14%
High	28.5%	29.37%	.87	3.05%

Summary: The data indicates growth in the system support component at the elementary and high school level with a decrease at the middle school. The data compiled is close to double the recommendation of state and national standards. It has been noted that PSCs are “fair sharing” many responsibilities at the campus in an effort to support the campus needs (fair share duties should be limited – example: rather than performing daily lunch duty the PSC could conduct a small group counseling lunch bunch or maintain a counseling corner in the cafeteria where students may come and visit-psycho-educational support). Administrators and PSCs shall ensure that fair share duties allow for direct support to be offered to students to ensure that fair share duties to not turn into non guidance activities where students do not receive direct or indirect services (see non guidance information on the following page).

Action: The department will look to address the data tracking of services provided under this component in order to identify the services being provided. The PSCs and department will need to continue to work closely with administration to identify the needs of the campus and how certain activities could be accomplished either through another component or modified or eliminated as a whole.



Non Guidance / Non Counseling Related Activities

Rationale:

Non Guidance activities are most clearly defined as administrative functions or non-counseling related duties. Often times the non-counseling related duties are duties that can more appropriately be designated to another staff member. An example of a non-guidance related function is the coordination of a program such as Campus Testing Coordinator, Section 504 Coordinator or LPAC Coordinator. The coordination and management of these programs would be more appropriate when under the leadership of a campus administrator who has the ability to ensure compliance by campus staff members. The Professional school counselor could play a role in these committees by offering their expertise in interpreting assessment results and data, or by advocating for the student through age, social and emotionally appropriate interventions and goals. Other Non-guidance related activities could include schedule changes (clerical), performing disciplinary actions (administrative), hallway/lunch duty, teaching classes (teacher, although Professional school counselors may provide guidance lessons during instructional time), and computing grade point averages (clerical/technology).

Non Guidance	2012-2013	2013-2014	Percentage Point Change	Percentage Change
District Average	24.7%	11.43%	-13.27	-53.73%
Elementary	21.7%	13.58%	-8.12	-37.42%
Middle	28.6%	11.83%	-16.77	-58.64%
High	25.3%	7.49%	-17.81	-70.39%

Summary: State and national recommendations indicate that 0% of PSCs duties should be allocated under the Non Guidance component. The Judson ISD PSCs, and campus administration, have significantly decreased non-guidance across the department. All but two campuses have reassigned the duty of Campus testing coordinator to an administrator. However, several campuses continue to utilize their PSC in the role of 504 coordinator, LPAC coordinator, disciplinarian or an administrator which all contribute to the non-guidance component.

Action: Continued attention will focus on the specific non guidance activities being provided across grade level cohorts. Campus administrators will be presented the expectations and roles of the PSCs and be provided the guidance of assigning the 504 and LPAC coordination to an administrator. The PSC may act as a consultant and committee member who will interpret data and provide recommendations for students plans based on academic, social and emotional knowledge of the student. (See Addendum(s) 1: Domain VI and addendum 3 – # 24)



Self-evaluation findings: Four Components

Self-Evaluation	Guidance Curriculum	Individual Planning	Responsive Services	System Support
District Average	2.49 (1)	3.59 (4)	3.38 (2)	3.51 (3)
Elementary	3.07	3.27	3.27	3.33
Middle	1.82	3.55	3.91	3.91
High	2.36	4.09	3.00	3.36

*Based on a Likert scale 1=needs improvement; 3= operating well; 5=Mastered
Number in parenthesis indicates priority area ranking 1 to 4*

Rationale: Professional School Counselors were asked to self-evaluate and rate their Comprehensive, Developmental Guidance & Counseling Program. The PSCs used a Likert scale to evaluate the implementation of their program. (See Addendum(s) 1, 2 and 3 - all)

Summary: Through the self-evaluation tool, the PSCs indicated that the overall implementation of their program was “operating well”. The data indicates that the PSCs feel the “Guidance Curriculum” component of their program requires support/attention. The bold number in parenthesis (in the above self-evaluation grid) indicates the priority order where support will be provided.

Action: The department of Guidance and Counseling will continue to address the Guidance Curriculum needs through the following: Beginning of the year professional development; Master Calendar and guidance lesson resource bank; video recording of model guidance implementation of PSCs across the district; continued collaboration during monthly meetings; meetings and presentations with administrators revisiting the importance of guidance and the alignment to state law, board policy and state/national standards.



Self-evaluation findings: Accountability

Self-Evaluation	Use of Data	Implementation/Action Plans	Monthly data and time reports	Results report
District Average	2.51 (1)	2.78 (3)	2.95 (4)	2.65 (2)
Elementary	2.47	2.73	3.47	3.07
Middle	2.45	2.55	2.64	2.36
High	2.64	3.09	2.55	2.36

*Based on a Likert scale 1=needs improvement; 3= operating well; 5=Mastered
Number in parenthesis indicates priority area ranking 1 to 4*

Rationale: Professional School Counselors were asked to self-evaluate and rate their Comprehensive, Developmental Guidance & Counseling Program - Accountability. The PSCs used a Likert scale to evaluate the ways in which they managed their Comprehensive program. (See Addendum(s) 1, 2 and 3 - all)

Summary: Through the self-evaluation tool, the PSCs indicated that the accountability aspect of their program was continuing to develop but required additional attention. Specifically the areas of the use of data and results reports are areas where improvements are required. The PSCs also indicate that attention is required in the implementation plans and monthly reports however these areas rank in lower priority.

Action: The department of Guidance and Counseling will continue to address all aspects of accountability. Beginning of the year professional development will include a review of the updated Master Calendar, data report and implementation plan documents. Additionally, data discussions will be built into each monthly cohort meeting for the 2014-2015 school year.

Month where data (components) most closely aligned to the state/national recommendations: **March**

Month where data (components) was most contrasting to the state/national recommendations: **April**



Addendum 1: Counselors' Responsibilities

The state divides the school counselor's responsibilities into **eight domains** (TEC33.002-33.007) which form the basis of the Texas Education Agency Counselor Job Description and Performance Evaluation.

Domain I. Program Management – System support (TEC 33.005)

- Plans, implements, evaluates and promotes improvement, manages, collaborates and promotes continuous improvement, and advocates for a balanced Guidance & Counseling Program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components

Domain II. Guidance – Guidance Curriculum and Individual Planning (TEC 33.006-33.007)

- Plans conducts, and involves students, parents, teachers and others to effectively deliver the Guidance Curriculum
- Accurately and without bias guides groups and individuals to plan, monitor, and manage the student's own educational development including information regarding post-secondary opportunities, career development, and personal and social development
- Uses accepted theories and techniques of developmental guidance to promote career, educational, personal and social development of the student

Domain III. Counseling – Responsive Services

- Uses accepted theories and effective techniques to provide group and individual developmental, preventive, remedial, and/or crisis counseling

Domain IV. Consultation – Guidance Curriculum, Individual Planning, Responsive Services, System Support (TEC 33.006)

- Consults with parents, school personnel, and other community members to help increase the effectiveness of student education and to promote student success, and promote understanding of student development, individual behavior, student environment and human relationships
- Collaborates to provide professional expertise and to advocate for individual students and student groups

Domain V. Coordination – Guidance Curriculum, Individual Planning, Responsive Services

- Coordinates people and resources to promote student success
- Uses effective processes to refer students, parents, others for special services and programs.

Domain VI. Student Assessment – Individual Planning, Responsive Services

- Adheres to legal standards and board policies and state, district, and campus standards, regulations and procedures
- Interprets, with other school personnel, standardized test results and other assessment data to guide individual goal setting and planning
- Enhances work of school personnel and parents to guide student goal setting and promote understanding of assessment data

Domain VII. Professional Behavior – System Support

- Demonstrates professionalism and commitment to professional development
- Advocates for a school environment that acknowledges and respects diversity
- Establishes and maintains professional relationships

Domain VIII. Professional Standards – System Support (Texas Administrative Code, Rule 239.25)

- Adheres to legal standards and board policies and state, district, and campus standards, regulations and procedures
- Committed to current professional standards of competencies and practice
- Promotes and follows ethical standards, demonstrates professional work habits, uses professional written, oral communication and interpersonal skills



Addendum 2: Full Description of the Four Components of a Comprehensive, Developmental Guidance and Counseling Program

Guidance Curriculum

The purpose of the guidance curriculum component is to help all students develop basic life skills. It is the foundation of a developmental guidance program. In Texas, seven areas (Texas 7) have been identified for the guidance curriculum:

1. Self-confidence Development
2. Motivation to Achieve
3. Decision-making, Goal-setting, Planning, and Problem-solving Skills
4. Interpersonal Effectiveness
5. Communication Skills
6. Cross-cultural Effectiveness
7. Responsible Behavior

The guidance curriculum is taught in units, through learning activities in the classroom with planned lessons for small or classroom-sized groups of students. The curriculum is designed for the use of materials and other resources, and requires evaluation strategies.

Other Guidance Curriculum

Parent Workshops and Instruction – PSCs conduct workshops and informational sessions for parents or guardians to address the needs of the school community and/or to reflect the student’s school guidance curriculum.

Groups and/or Group Activities – PSCs conduct planned small groups outside of the classroom to respond to the students identified needs or interests.

Responsive Services

The purpose of the responsive services component is to intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, career, and/or educational development at risk. Although counselors respond to any concerns presented by students, some topics have been identified as having high priority and/or relevance within the school setting. (Consultation, Individual/Small Group Counseling, Crisis Counseling/Response, Referrals, Peer Facilitation).

Topics of priority in Texas include:

- Academic success
- Adolescent and child suicide
- Child abuse and neglect
- School drop-outs
- Severe stress
- Substance abuse
- School-age pregnancy
- Gang pressures/involvement
- Harassment issues



In addition to the topics identified at the state level, school districts have identified some recurrent topics presented for responsive services, including school based issues such as:

- Attendance
- School attitudes and behaviors
- peer relationships
- study skills
- being new to the school
- Emergent issues in intervention or postvention of a traumatic event; and
- Violence on campus (school safety)

Personal issues, such as:

- Career indecision
- Financial aid
- College choice
- Death of a family member or friend
- Family divorce
- Family abuse
- Harassment issues, and
- Suicide prevention

Family Code §32.004 authorizes counseling without parental consent for: suicide prevention, chemical addiction or dependency, or sexual, physical or emotional abuse.

Individual Planning

The purpose of the individual planning system is to guide all students as they plan, monitor, and manage their own educational, career, and personal-social development. Schools can systematically use a variety of resources-staff, information, and activities-and to focus resources toward the students and to assist individual students to develop and implement personalized plans. Through the individual planning system, students can:

- Set challenging educational, career, and personal-social goals that are based on self-knowledge and information about school, the world of work, and their society;
- Make plans for achieving short-, intermediate-, and long-term goals;
- Analyze how their strengths and weaknesses enhance or hinder the achievement of their goals;
- Assess their current progress toward their goals; and
- Make decisions that reflect their plans.

As part of the developmental guidance program, the individual planning system includes:

- Age-appropriate, objective-based activities;
- Relevant, accurate, and unbiased information; and
- Coordinated advisement procedures to facilitate appropriate placement decisions by students and their parents.



(Individual meetings, analyzing abilities, interests and/or skills, advising – personal/social, career, post-secondary, test taking, job shadowing)

System Support

Whereas the three components previously described serve students directly, the system support component describes services and management activities which indirectly benefit students. The services include:

- Consultation with teachers;
- Support for the parent education program and community relations efforts;
- Participation in the campus-based school improvement plans and goals;
- Interpretation of the state and local standardized testing program;
- Cooperation with relevant research projects; and
- Provision of input from the students' perspective to policy-makers and instructional/curriculum planners.

Management activities are required to assure the delivery of a high quality guidance program. These activities include:

- Program development and management;
- Counselor staff development;
- Community outreach; and
- Development of appropriate written policies, procedures and guidelines.

(Professional development, supervision, partnering, community outreach, advisory councils, committees, management, data analysis)

A Model Comprehensive, Developmental Guidance & Counseling Program for Texas Public Schools.
Texas Education Agency. Fourth Edition



Addendum 3: Professional School Counselor Job Description

Professional School Counselor

JOB DESCRIPTION

The professional school counselor will advocate and support all students in their personal, social, academic and career development. This will be accomplished through a variety of approaches including, but not limited to, group processing, individual consultation and classroom guidance in order to facilitate and support a student in reaching their maximum potential.

EDUCATION AND CERTIFICATION REQUIREMENTS

- Master's Degree
- Texas School Counselor Certification
- Minimum two creditable years of teaching experience

DUTIES AND RESPONSIBILITIES

1. Plans, organizes, implements and delivers the JISD counseling program which improves students' academic achievement, school attendance and attitudes; develops student self-confidence, healthy interpersonal relationships and life satisfaction.
2. Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for students based on the identified campus needs as found from the campus needs assessment.
3. Implements the individual student planning component by guiding individuals and groups of students, and parents or guardians, through the development of educational and career plans.
4. Provides responsive services through effective use of individual and small group counseling, consultation, mediation and referral skills.
5. Provides system support through effective school counseling program management and support for other educational programs.
6. Delivers classroom guidance activities or serves as a consultant to teachers in conducting lessons based on the schools/districts guidance curriculum.
7. Clearly articulates and discusses the counseling department management system and the program action plans with the district and school administrator.
8. Developments character education plan meeting specific student developmental needs (i.e. Conflict resolution, anger management, time management).
9. Implements motivational concepts to encourage and motivate students
10. Upholds ethical and professional standards as set forth.
11. Acts as a student advocate, leader, collaborator and systems change agent.
12. Monitors students (academically and behaviorally) on a regular basis as they progress in school.
13. Collaborates with administration on implementation of Social and Emotional Programs, as provided and approved by district office.
14. Presents the campus counseling program to the district counseling advisory council.
15. Fosters and coordinates services for positive school/district/organizational relationships and employs effective communication skills.
16. Advises students and their parents/guardians regarding the importance of higher education, coursework designed to prepare students for higher education, and financial aid availability and requirements.
17. Collects, maintains records, student counseling logs and analyzes data to guide program direction and emphasis.
18. Maintains and submits monthly: counseling logs, data summaries, and guidance calendars in order to implement and evaluate program efficiency.
19. Administers a results evaluation for the campus counseling program.
20. Conducts an annual program audit.



21. Utilizes appropriate computer resources, learning information systems and e-mail to support instruction, assessment and research for campus support
22. Maintains verbal and/or written contact with parent/guardian regarding the student's academic, social and emotional progress and concerns of staff, student, and parent; makes referrals as appropriate in consultation.
23. Ability to adjust and modify program implementation to best serve students, evidenced in positive social, emotional and academic growth
24. Supports the administration and campus test coordinator in interpreting district and state assessment results in order to better support campus staff in evaluating and identifying student's strengths and weaknesses; coordinates appropriate supports and interventions; makes appropriate educational and career plans with students.
25. Provide training, support and meetings for parents and students to foster development in social and emotional learning interventions
26. Will work with Child Protective Services (CPS) and instruct staff on utilizing Child Protective Services and other protective services to enhance student's social and academic success.
27. Other duties as assigned.

MENTAL DEMANDS

- Ability to communicate effectively (verbal and Written)
- Maintain professional and emotional composure
- Promote a positive, caring environment
- Work with and respond consistently and equitably with all personnel, student and parent/guardian
- Communicate and support expectations that are consistent with district objectives
- Interpret policies and procedures
- Reason, read, understand verbal instructions, analyze, differentiate, coordinate, compile, and instruct

PHYSICAL DEMANDS/ENVIRONMENTAL FACTORS

- Travel infrequently within the District and occasionally outside the district/county
- Occasional prolonged and irregular work hours, and work with frequent interruptions
- Ability to lift and/or carry moderate weight (15-44 pounds)
- Occasional sitting, standing, walking, climbing stairs or ladder, reaching, repetitive hand motions, hearing, speaking

Terms of Employment

- The Elementary Counselor works 197 days
- The Secondary Counselor works 207 days
- The Secondary Lead Counselor works 220 days

Evaluation

Performance of the Professional School Counselor will be evaluated and collaborated on annually by the Campus Administrator and the Director of Guidance and Counseling.

PAY GRADE: Counselor Pay Scale