

TIME IS OF THE ESSENCE: MAKE THE BEST OF IT

Presented by:

Sonia Hartley, Pam Thomas and Danielle Cole
Professional School Counselors

Together we make a difference.



WHAT KEEPS YOU FROM DOING YOUR JOB AS A SCHOOL COUNSELOR?

- Coordinating paperwork and data entry of all new students
- Coordinating cognitive, aptitude and achievement testing programs
- Signing excuses for students who are tardy or absent
- Performing disciplinary actions or assigning discipline consequences
- Sending students home who are not appropriately dressed
- Teaching classes when teachers are absent
- Computing grade-point averages
- Maintaining student records
- Supervising classrooms or common areas
- Keeping clerical records
- Assisting with duty in the principal's office
- Providing therapy or long-term counseling in schools to address psychological disorders
- Coordinating school-wide individual education plans, student study teams and school attendance review boards
- Serving as a data entry clerk



WHAT IS TIME MANAGEMENT?

- **Time management** is the act or process of planning and exercising conscious control over the amount of time spent on specific activities.



**“On Mondays, I get ready to plan my week.
On Tuesdays, I plan my week. On Wednesdays,
I revise my plan for the week. On Thursdays, I put
my plan for the week into my computer. On Fridays,
I think about starting my plan for next week.”**



WHY IS IT IMPORTANT THAT WE ARE IN CHARGE OF OUR TIME?

- If we don't plan how we will spend our time during the school day, someone else will!



SO...HOW DO YOU DO IT?

1. Set your counseling program goals.
2. Plan the yearly calendar with activities to achieve those goals.
3. Make a counselor's daily schedule and make sure your time is meeting ASCA recommendations.
4. Make a monthly calendar with specifics each month.
5. Post schedule & calendars outside your office, give copies to the principal and secretary.



YEARLY CALENDAR

COUNSELOR SCHEDULE

Counseling Department Master Calendar

SITE: J. Wallace James SCHOOL YEAR: 2013-14

August	January
<p>Lessons: Introducing the counselor. PBIS Expectations Lessons Parents: PK & K orientation. Students: Meet with all of the new students. Assist in gathering cumulative records for the new students. Curriculum Meetings weekly Administrative Leadership meetings monthly PBIS Meetings monthly Lighthouse Meetings Counselors' Monthly Meeting Starlight Café Transfer 504 Records Counselors Website Counselors Planning weekly Faculty Meeting Leader in Me Training</p>	<p>Lessons: Tolerance/Respecting Differences/Think Win-Win Parents: Middle School Information Meetings-5th grade/Parent Test Talks LJ Alleman Tour-5th grade Starlight Café Grade level data meeting for behavior Test Talks for 5th grade PBIS Expectations lessons New Parent School Tours Curriculum Meetings weekly. Administrative Leadership meetings monthly. Lighthouse Meetings Faculty Meeting Counselors Newsletter monthly Health and Wellness</p>
September	February
<p>Lessons: Getting to know you/Proactive Parents: Introduction of 7 habits Give teachers a needs assessment. Begin Groups. Starlight Café Curriculum Meetings weekly Administrative Leadership meetings monthly PBIS Meetings monthly Lighthouse Team Meetings Health and Wellness Faculty Meeting Counselors' Meeting Open House LCA Counselors Planning weekly Student Test Talks – 3rd grade Counselors Newsletter monthly</p>	<p>Lessons: Empathy/respect/Seek First to Understand, Then to Be Understood Starlight Café Promote School Counseling Program during National School Counselor's Week. ELDA testing Curriculum Meetings weekly Administrative Leadership meetings monthly Lighthouse Meetings Parent Meeting Mardi Gras Parade Symposium Counselors Newsletter monthly Health and Wellness</p>

Mrs. Hartley's Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Individual Planning (CICO)	Individual Planning (CICO)	Individual Planning (CICO)	Individual Planning (CICO)	Individual Planning (CICO)
9:00-9:30	Responsive Services	Responsive Services	Responsive Services	Responsive Services	Responsive Services
9:30-10:00	5 th grade clubs		Guidance Curriculum 4 th grade lessons	Guidance Curriculum 4 th grade lessons	Guidance Curriculum 4 th grade lessons
10:00-10:30	Guidance Curriculum Individual Counseling		Guidance Curriculum Individual Counseling	Systems Support 5 th grade Curriculum Meeting	Guidance Curriculum Individual Counseling
10:30-11:00	Individual Planning		Individual Planning	Individual Planning	Program Planning
11:00-11:30	Guidance Curriculum 4 th grade art		Guidance Curriculum Individual Counseling	Guidance Curriculum Individual Counseling	Guidance Curriculum Individual Counseling
11:30-12:00	Guidance Curriculum Groups		Guidance Curriculum Groups	Guidance Curriculum Groups	Guidance Curriculum Groups
12:00-12:30	Responsive Services		Responsive Services	Responsive Services	Responsive Services
12:30-1:00	Lunch		Lunch	Lunch	Lunch
1:00-1:30	Guidance Curriculum groups		Guidance Curriculum groups	Guidance Curriculum groups	Guidance Curriculum groups
1:30-2:00	Guidance Curriculum groups		Guidance Curriculum groups	Guidance Curriculum groups	Systems Support Art & Auxiliary Curriculum Meeting
2:00-2:30	Guidance Curriculum 5 th grade Class Lessons		Guidance Curriculum 5 th grade Class Lessons	Guidance Curriculum 5 th grade Class Lessons	Systems Support Counselor Meeting
2:30-3:00	Guidance Curriculum 5 th grade Lessons	Guidance Curriculum 5 th grade Class Lessons	Guidance Curriculum 5 th grade Class Lessons	Guidance Curriculum 5 th grade Class Lessons	
3:00-3:30	System Support Return phone calls/email/parent conferences	System Support Return phone calls/email/parent conferences	System Support Return phone calls/email/parent conferences	System Support Return phone calls/email/parent conferences	
3:30-4:00	Individual Planning CICO	Individual Planning CICO	Individual Planning CICO	Individual Planning CICO	

MONTHLY CALENDAR

September 2013 Classroom Guidance Lessons

Mon	Tue	Wed	Thu	Fri
2 <i>Labor Day!</i>	3 <i>9:30 Broussard 2:30 Ellender</i>	4 <i>9:30 Peschier 2:30 Leathem</i>	5 <i>9:30 Cantrell 2:30 Hegger</i>	6 <i>9:00 Leadership Meeting</i>
9 <i>9:30 Boyte 11:00 Chustz 2:30 Davis</i>	10 <i>Health & Wellness Meet- ings All Day</i>	11 <i>Health & Wellness Meetings All Day</i>	12 <i>Big Brother/Big Sisters Meeting 7:30-8:30 2:30 Taylor</i>	13 <i>1:30 Curriculum Meet- ing 2:30 Sinegal</i>
16 <i>11:00 Thibodeaux</i>	17 <i>Health & Well- ness Meetings All Day</i>	18 <i>9:30 Broussard 2:30 Ellender</i>	19 <i>9:30 Peschier 2:30 Leathem</i>	20 <i>9:30 Cantrell 2:30 Hegger</i>
23 <i>9:30 Boyte 11:00 Chustz 2:30 Davis</i>	24 <i>Health & Wellness</i>	25 <i>9:30 Thibodeaux 2:30 Taylor</i>	26 <i>Leadership Lunch (Starlight Café)</i>	27 <i>Counselor Meeting VCC</i>
30 <i>Test Talks 9:00-11:00 3rd Grade 2:30 Sinegal</i>	1 <i>Test Talks 9:00-11:00 Health & Wellness 12- 4:00</i>	2	3	4 <i>9:00 Leadership Meeting 1:00 H& Wellness workshop off campus</i>

American School Counselor Standards:
Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
PS:A2 Acquire Interpersonal Skills
PS:A2.1 Recognize that everyone has rights and responsibilities
PS:A2.3 Recognize, accept, respect and appreciate individual differences
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

Together we make a difference!


Sonia Hartley



TRACK YOUR TIME DAILY.

Why?

- It helps you to see how close you are to spending 80% of your time in direct and indirect student services.
- ASCA recommends we track at a minimum one week in the fall and one in the spring.

How?

- Google Calendar
- Microsoft Outlook Calendar
- ASCA Use of Time Tracking Form
- Lafayette Parish Time Assessment Form



GOOGLE CALENDAR



Search Calendar

Calendar

Today < > Aug 18 - 24, 2013

Day Week Month

CREATE

- ▼ August 2013 < >
- S M T W T F S
- 28 29 30 31 1 2 3
- 4 5 6 7 8 9 10
- 11 12 13 14 15 16 17
- 18 19 20 21 22 23 24
- 25 26 27 28 29 30 31
- 1 2 3 4 5 6 7

- ▼ My calendars
- Sonia Hartley
- Tasks
- ▼ Other calendars
- Add a coworker's calendar
- Contacts' birthdays a...
- US Holidays

GMT-06	Sun 8/18	Mon 8/19	Tue 8/20	Wed 8/21	Thu 8/22	Fri 8/23
3am						
4am						
5am						
6am						
7am						
8am			7:30 - 8:30 Lighthouse Meeting			
9am	9 - 10 5th ART	8:30 - cico	8:30 - cico	8:30 - cico	8:30 - cico	8:30 - cico
10am	9 - 4th French	9 - 11 K Orientation/Counselor advocacy/Parenting	9 - 10 PBIS lessons 1st grade classes	9 - 12:30p IEP meetings	9 - 10 PBIS Lessons 3rd	9 - 9:50 5th Curriculum
11am	10:15 - 4th RTI	10 - 11 PBIS lessons 2nd grade classes	10 - 11 PBIS lessons 4th grade	10 - 11 PBIS lessons 4th grade	9:30 - 4th grade new students	10 - 11 5th grade new student groups
12pm	10:50 - 5th French	11 - 12p cum folder/red folder transfer with LJA	11 - Ashley, M PPC	11 - 11:50 4th Curriculum Meeting	11 - 11:50 4th Curriculum Meeting	11 - 12p Met with intern about our program
1pm	11 - 11:45 4th art	12p - Kyrrah M	11:30 - Doucet, H. F.	11:30 - Doucet, H. F.	11:30 - morrison, L	12p - 3:30p Autism Workshop at VCC
2pm	12p - 5th French	1p - Benoit, R	12p - LMS counselor/CMS counselor/LJ	1p - Phillips, meg-counselor	12:30p - 5th grade new students	1p - 2p PBIS lessons K classes
3pm	12:30p - 4th French	1:30p - 2:30p worked on counselor schedule	1p - Hegger, R @ Ashley, N	1:30p - Edwards, C	1p - 2p PBIS lessons K classes	1:30p - 2:15p Auxiliary
4pm	1p - 2p 4th & 5th Lunches	2:30p - Hart, A	1:30p - Cowans, T/ Mayfield/Alfred, Z Bar	1:30p - Edwards, C	2p - 3p new student groups	
5pm	1:50p - 2:40p Fourth French	3p - Dugas, M	2p - Dugas, Alfred, Morrison-overage ps	1:15p - Taylor, Deni	2p - 3p new student group	
6pm	2:45p - 4th PE	3:30p - CICO	2:30p - wrote behavior plans	2p - Edwards, D	3p - new student group	
7pm	3:30p - 4:30p 5th PE		3p - Ashley, N	2:30p - TorderaLobo, N	3p - CICO	
8pm			3:30p - CICO	3p - bazile, D		
9pm				3:30p - CICO		
10pm						
11pm						



MICROSOFT OUTLOOK CALENDAR



T.E.A.R.S. is Here!



The Time Elapsed Analysis & Reporting System (T.E.A.R.S.) is a Microsoft Excel add-in that automatically calculates the total amount of time that you have spent in different aspects of your work. After exporting your calendar data from Microsoft Outlook to Excel, this add-in extracts elapsed time, sums up the number of hours in each category, and then produces both a table and a chart. If you ever wondered where your time goes, you will want to use T.E.A.R.S. to learn more.

Advantages of using T.E.A.R.S.:

- For those who use Microsoft Office (Outlook and Excel), you don't have to learn any other software.
- You can access your Outlook Calendar on your iPad, other tablet, or mobile device using Outlook Web Access (OWA) and keep track of your appointments or tasks in real time. Then, when you get back to your office, you can easily access the updated information to generate your time and task analysis results with your desktop or laptop.
- You can easily compare time/task time data across people in an organization.
- Using T.E.A.R.S. is pretty simple and includes only three steps:
 - Make sure your Microsoft Outlook calendar appointments/tasks are each assigned a category;
 - Export your Outlook calendar data to Excel; and
 - Click on the T.E.A.R.S. add-in to automatically generate your chart and table.

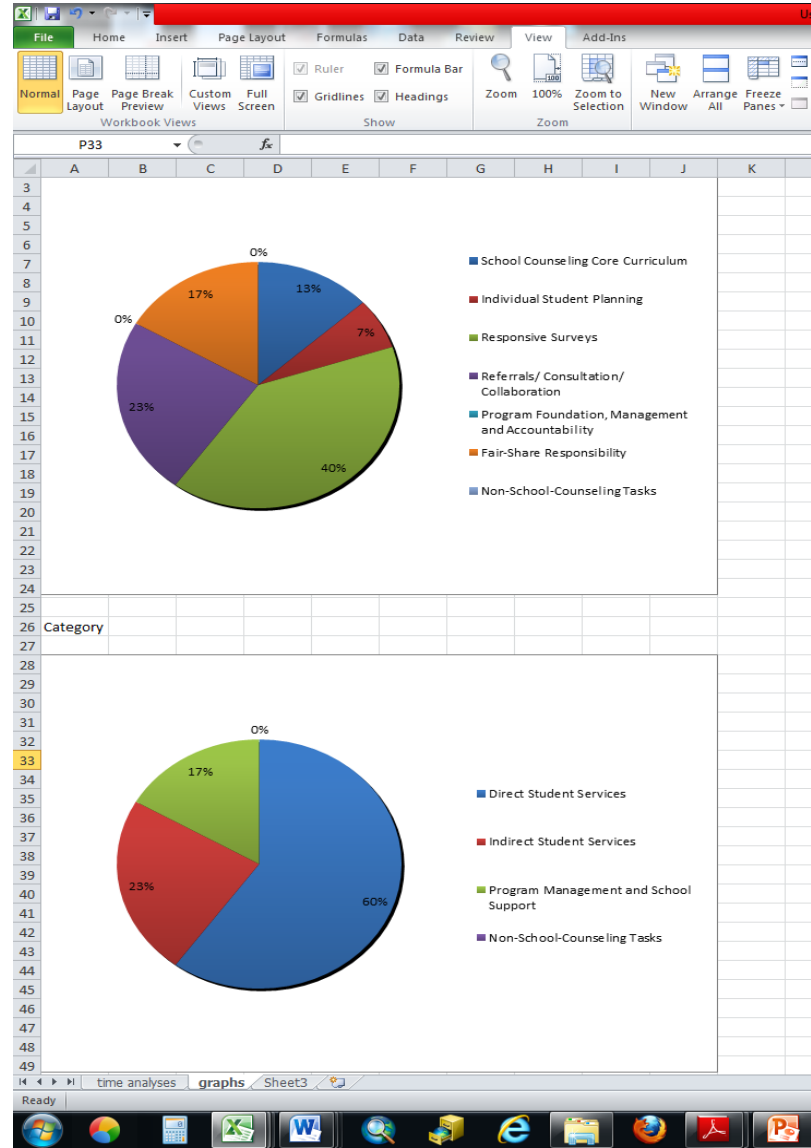


NOTE: T.E.A.R.S. extracts the amount of time that you spend in different categories of your work using Microsoft Outlook and Excel. If you are a school counselor and need more sophisticated software such as



ASCA Use of Time Assessment Form

	A	B	C	D	E	F	G	H	I	
2		Direct Student Services		Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks			
3		School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks		
4										
5										
6										
7										
8										
9				returned parent phone calls						
10				Cole, E						
11				Bazile, D; Dugas, M						
12			CICO 8 students							
13			CICO 8 students							
14				K orientation/parent info table						
15				K orientation/parent info table						
16				K orientation/parent info table						
17				K orientation/parent info table						
18				K orientation/parent info table						
19				K orientation/parent info table						
20						helped transfer 504/RTI folders				
21						helped transfer 504/RTI folders				
22						helped transfer 504/RTI folders				
23						helped transfer 504/RTI folders				
24						helped transfer 504/RTI folders				
25										
26										
27					Kyrah					
28					Kyrah					
29					Raven					
30					Raven					
31			class lesson							
32			class lesson							
33					Alexis					
34					Alexis					
35					Michael					
36					Michael					
37			class lesson							
38			class lesson							
39					CICO 8 students					
40					CICO 8 students					
41			4	2	12	7	0	5	0	
42			TOTALS							
43			% per topic	13%	7%	40%	23%	17%	100%	
44			% per category	60%	23%	17%			100%	



LAFAYETTE PARISH TIME ASSESSMENT

Browser tabs: Gmail: Email from Google, school counselor cartoon, My Drive - Google Drive, UseofTimeAssessment.xls, Time Assessment 2013-14

Address bar: <https://docs.google.com/a/lpssonline.com/spreadsheet/ccc?key=0AiTn717FH-u5dG50VIZBM0xMSEh3bmqSUK3NmVxWIE#gid=0>

Time Assessment 2013-141

File Edit View Insert Format Data Tools Help All changes saved in Drive

Hegger Class Lesson									
	A	B	C	D	E	F	G	H	I
1					Direct Student Services				Indirect Student Services
2	Date	Minutes	School Counseling Curriculum	Minutes	Individual Student Planning	Minutes	Responsive Services	Minutes	System Support/ Referrals/ Consultation / Collaboration
3	8/18/2013	30	Group Activity	30	Personal/Social	30	Individual/Small Group Counseling/Peer	120	Parents/Guardians/Stakeholders (CC)
4			CICO 8 students		CICO 8 students		Raven		K orientation/ Parent info table set up to meet & greet parents
5		30	Classroom Instruction			30	Individual/Small Group Counseling		
6			Davis class lesson				Alexis	60	H & Wellness- transfer of red folders
7		30	Classroom Instruction			30	Ind/Small Group Counseling		
8			Hegger Class Lesson				Kyrah		
9						30	Ind/Small Group Counseling		
10							Michael		
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
28									
29									
30									
31									
32									
33									
34									
35									
36									
37									
38									
39									
40									
41									
42									
43									
44									

Sheet1 | Sheet2 | Sheet3

Taskbar: Windows Explorer, Word, Internet Explorer, Firefox, Adobe Reader, PowerPoint, Chrome



LET'S GET THE PROGRAM STARTED!

Look at school-wide data

- Attendance
- Behavior
- Academics



UNIVERSAL BEHAVIOR SCREENING

Universal Behavior Screening

Adapted from Student Risk Screening Scale (SRSS) (Drummond, 1994) and Student Internalizing Behavior Screening Scale (SIBSS)

Teacher:

Grade:

School:

Date:

Directions:

1. List first and last name of each student in your class under student name.
2. In the first column, indicate students who are identified as SPED (Special Education and/or speech), 504 or LEP (Limited English Proficient).
3. Reflect on each student's behavior during the past month. Then rate each student on each behavior using the following scale:
0 = NEVER, 1 = RARELY, 2 = OCCASSIONALLY, 3 = FREQUENTLY
4. Total columns A-G and record in column after student name. Total columns G-M and record in last column. **Note-column G is included in both totals.**

A B C D E F *G H I J K L M

SPED 504 LEP	Student Name	Totals A-G	Nervous or fearful	Bullied by peers	Spends time alone	Withdrawn	Sad or unhappy	Complaints about being sick or hurt	Low Academic Achieve- ment	Stealing	Lying Cheating Sneaking	Behavior Problems	Peer Rejection	Negative Attitude	Aggressive Behaviors	Totals G-M



SURVEY YOUR TEACHERS

Dear teachers,

Small group support and individual counseling is offered to students to support and enhance the development of personal and social skills and to promote educational success. As you get to know your students and specific needs arise, consider participation in a small group or individual counseling to meet these specific needs.

Your Name: _____ Times: Classroom _____
Group _____
Individual _____

Topics

Anger Management Learning Styles Listening Skills Self Esteem Feelings
Conflict Management Social Skills Stress Management Test Taking
Dealing with Grief and Loss (covers several types of loss) Dealing with Divorce Families
Fitting In Friendship Study Skills Bullying
Respecting Differences in Others and One's Self

I would love to have some feedback from you about the needs you see in these areas. Above you will find a needs assessment and your input would be very helpful for me in planning the year and "critical areas" of focus. If you could fill this out and return it to my box, email or my room, I would greatly appreciate it! Also, please list the times that would be convenient for you for a classroom lesson, individual, or group lesson.

I am looking forward to this year.

Your counselor,
Pam Thomas



TEACHER REFERRAL FORMS

J. Wallace James

Teacher Referral Form for Counseling

I would like you to set up an appointment with

Brief description of the problem:

Interventions implemented prior to referral:

___ **Student-Teacher Conference**

___ **Student-Administrator Conference**

___ **Parent Conference**

___ **Others (briefly describe)**

Teacher's Signature



J. Wallace James
Teacher Referral Form for Counseling

Student: _____

Referred by: _____

Please check any of the following:

Academic Behaviors:

Does not participate in class Poor study habits Does not complete homework Does not complete class work Anxious while taking tests Disorganized Does not follow directions Does not pay attention

Self-understanding:

Poor-decision making skills Lacks self-confidence Negative communication skills
 Lacks self-control Poor anger management skills Poor goal setting habits

Relationships with others:

Poor social skills Teased by others Teases other students Lack empathy Negative family relationships Poor problem-solving skills Does not work well in groups

Check any behavior that the child frequently displays in class:

Happy Anxious Sad Withdrawn Angry Worry Sleepy Other

Please elaborate on any of the areas you marked, so I can have a fuller understanding.

One positive thing about this student:

When you finish this form, please drop in my mailbox. I will contact you to arrange a time for me to meet with this student. Thanks for all your help.

Pam Thomas
Counselor



PARENT PERMISSION FORM

Parent Permission for Counseling

I hereby grant permission for my child _____ to participate in counseling activities.

Type of Session: Individual _____ Small Group _____

Length of each session _____

Subject _____

Goal _____

*Students are responsible for completing all class work missed while participating in counseling activities.

Signature of Parent

Date

Pam Thomas, Counselor

J. Wallace James Elementary



STUDENT REFERRAL FORM

Student Request for Counseling

Name _____

I need counseling for the following reason(s).

A. Personal B. Conflict with others. C. Academic D. Other

It is an emergency. _____yes _____no

Explain: _____

Teacher _____



STUDENT APPOINTMENT SLIP

Guidance Appointment

To: _____

From: Mrs. Thomas Counselor

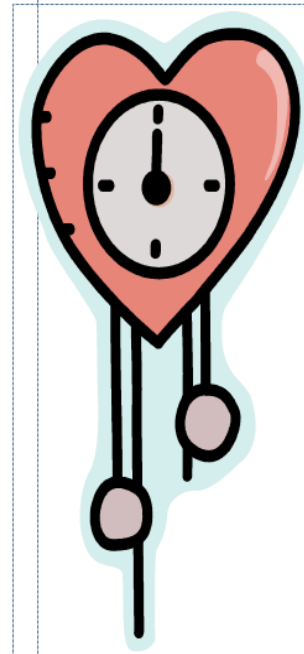
Please send _____

to my office at _____ on _____.

If this time is not convenient, please return this form to my box with your
suggestions on it.

Thanks!!!

Student left the guidance office at _____.



MINUTE INTERVIEWS WITH STUDENTS

Shared with me - Google | Minute Interviews - Goo... | Minute Interviews (Respo...
<https://docs.google.com/a/lpsonline.com/spreadsheets/ccc?key=0Aqscmt0WJANDh8KR0o3Wn8aMnpXSDRvDvWRTZ2BmUjErgId=0>

Minute Interviews (Responses)

File Edit View Insert Format Data Tools Form Help Last edit was made yesterday at 10:05 AM by PAMELA THOMAS

Timestamp	What is your name?	What is the date?	What is your teacher's name?	How do you feel about school?	How are you doing in school?	What do you want to be when you grow up?	What is your goal for this school year?	How can you accomplish this goal?	How are you doing/feeling?	Do you have many friends?	How many friends do you have?	Are you being bullied?	What do you like to do for fun?	What other questions/concerns do you have?
		3/27/13	Comeaux	like school	good	teacher	to make my AR goal	start reading books slowly in able to understand the book	good	Yes	5-6	no	read or go outside	no concerns
		3/27/13	Comeaux	like school	good	paint houses	to be a good student	listen to the teacher, do your homework, have good conduct grade	good	Yes	5	no	play outside	no concerns
		3/27/13	Comeaux	like school	awesome	doctor	to be on the fitness team	concentrate on my work: practice running, jumping and situps	good	Yes	lots	no	read books and practice gymnastics	worried about iLeap
		3/27/13	Comeaux	I don't know, don't like homework	good	football player	to get on principal's list or honor roll	following rules do homework, get conduct grade	good	Yes	3	no	jumping on trampoline	no concerns
		3/27/13	Comeaux	I like school	good	cop or nurse	to get grades	listening to the teacher, paying attention in class, following procedures	good	Yes	lot	no	homework,	Andrew is bothering me
		3/27/13	Comeaux	I like school	good	business person	to make good grades	need to study, do homework and ask for help when I don't understand, listen	good	Yes	some	no	watch TV	no concerns
		3/27/13	Comeaux	I like school	good	vet	to get a good conduct grade	work hard, ask questions and practice math facts	good	Yes	lots	no	ride bike and play with pets and go on vacation	no concerns
		3/27/13	Comeaux	I like school	good	vet	Do well in math	study, ask the teacher for help, do homework	good	Yes	lots	no	drawing	no concerns
		3/27/13	Comeaux	I like school	good	football player	to be good at math and science	read and practice math facts	good	Yes	3-4	no	play football, basketball and run	no concerns
		3/27/13	Comeaux	I like school	good	don't know	to get better at drawing, writing	read and practice math facts	good	Yes	lots	no	play with playdoh, videogames	no concerns
		3/28/13	Comeaux	I like school	good	solider	to make my AR goal	understand books and take the test	good	Yes	two	no	play Dndrago	no concerns
		3/28/13	Comeaux	good	good	nurse	to get better at writing	practice writing in my journal at home, read	ok	Yes	lots	no	ride bike, camping with dad and sister	division, work and 4th grade
		3/28/13	Comeaux	I like school	good	martial arts or vet	doing well in visual arts	pay attention	good	Yes	lots	no	play on the computer, mneecraft	hearing the teacher
		3/28/13	Comeaux	I like school, recess & art	good	community helper	have good grades	focus on class and pay attention in visual arts	good	Yes	lots	no	play tag with friends, basketball	talking, a girl is telling the teacher that I am talking
							I would like to be	do my work, no talking, listen to the teacher. Do					ride bikes, tag and hide and go and	

zLg9dd0kq2mRxOh5eY9GJh8u_TgDKU/viewform

Minute Interviews

*** Required**

What is your name? *
 First and Last

 This is a required question

What is the date? *

What is your teacher's name? *

How do you feel about school? *

How are you doing in school? *

What do you want to be when you grow up? *

What is your goal for this school year? *

How can you accomplish this goal? *

How are you doing/feeling? *

Do you have many friends? *
 Yes
 No

How many friends do you have? *

Are you being bullied? *
 Yes
 No

What do you like to do for fun? *



SCHOOL COUNSELING CORE CURRICULUM

- Class Lessons
- Small Group Activities
- Parent Workshops



CLASS LESSONS

- The counseling core curriculum is data driven and is delivered to every student.
- The curriculum promotes knowledge, attitudes and skills for students in three content areas: academic achievement, career development and personal/social growth.





Lesson Plan Template

School Counselor: Pam Thomas Date: October, 2012

Activity:

1. Read and discuss *The Very Busy Spider* by Eric Carle
2. Make a group spider web out of yarn.

Grade(s): Pre-K

ASCA Student Standards (Domain/Standard/Competencies):

A:1.5 Identify attitudes and behaviors that lead to successful learning

PS:A1.10 Identify personal strengths & assets

PS:B1.11 Use persistence & perseverance in acquiring knowledge & skills

Learning Objective(s):

1. Children will learn that spiders build webs to catch their food.
2. Children will discuss how, as the spider builds her web, she is following Habit 2: Begin with the End in Mind.
3. Children will discuss how, as the spider builds her web, she is following Habit 3: Put First Things First.
4. Children will make connections between the characters in the book and what they know about the 7 Habits.
5. Children will make connections as to how they can implement the 7 Habits in their day-to-day activities, just as the Busy Spider did in hers.

Materials:

1. *The Very Busy Spider*, Eric Carle
2. Chart paper and markers
3. Yarn

Procedure:

1. Activate prior knowledge about spiders and web-building.
2. Activate prior knowledge about Habits 2 and 3.
3. Read the story aloud. On each page, ask the children what the spider is doing. Is she running off to play with the other animal? Why not? Is she being a leader? How do you know?
4. Discuss times that we are distracted from our "work, just as the spider was and what we did to stay on task. Make a thinking map of strategies.

5. Have the children sit in a circle. Roll a ball of yarn from person to person, each holding onto the yarn as they roll it to the next person. At the end, they will have a class spider web. Discuss how they had to be proactive, begin with the end in mind, and work before play. Take a picture of the class web to display.

Plan for Evaluation:

Process Data:

22 Pre-K students were served in this classroom guidance lesson

Perception Data:

The students will answer questions during the discussion of the story to show understanding of the habits.

Outcome Data:

The PK students will begin to use the language of the 7 Habits in their daily conversations.

Follow Up:

The counselor will revisit Habit 3 with the students during following visits to see the habit in action and communicate with the classroom teacher on how the students are incorporating the habit into their daily tasks.



Name _____



Student Search

Fill in each box with the name of a different classmate.

Has more than
one pet.

Went swimming
over the
summer

Has a sister.

Was born in
June.

Has been to
another state.

Plays on a
sports team.

Has a brother.

Has never
moved.

Has gone
camping.



GROUPS

The types of groups you start will be based on the data you collect.

Possible Topics:

- Better Ways of Getting Mad (anger management)
- School Survival and Success (Study Skills)
- Changing Families (divorce, new baby, step-parents)
- Friendship (social skills, making and keeping friends)
- Multi-Cultural (students from different cultures meet and share their culture with each other and then their classes)
- Grief (student who have experienced a recent loss or who are coping with a terminal illness of a family member)
- Hometown Heroes (for students with a family member in the military overseas)



PARENT WORKSHOPS

- We do a parent workshop each 9 weeks during lunch time called “Lunch & Learn.”



Lunch and Learn Parent Workshops COVEY'S 7 HABITS

Dear Parents,

We would like to invite you to bring a bag lunch to school for a lunch and learn workshop. Our staff and students have two great workshops planned. It is our goal to introduce you to the 7 Covey Habits. Having a working knowledge of these habits will help bridge the efforts of home, school, and community. Using a common language will reinforce the leadership model for all stakeholders. We will provide drink and cookies to go with your lunch. To best accommodate the crowd, we are asking you to make reservations. Please return the form to your child's teacher.

October 11 11:30 - 12:30	Habits 1-3	Plan to attend <input type="checkbox"/>
October 17 11:30 - 12:30	Habits 4-7	Plan to attend <input type="checkbox"/>

Name _____ Teacher _____

Parent's email address _____



INDIVIDUAL COUNSELING & INDIVIDUAL PLANNING


































- Individual counseling tends to be responsive services...responding to a need the student has at that time.
- Individual Planning is more proactive. You help the student to plan for success & set goals.



BEHAVIOR PLAN SAMPLES

Name _____ Date _____ Goal _____ Points earned _____ Points possible _____

☺ = Good: 3 pts ☹ = Mixed: 2pts ☹ = Will try harder: 1pt Goal Reached: yes no

Morning Activities    	Enrichment/ Music/Library    	Writing    	Literacy Centers    	Lunch    	PE    
Recess 	Reading 	Math 	Nap 	Science/Social Living 	Transitions 
Snack 	Water/Restroom 	Car Rider Line/Bus 	Parent Signature: _____ Notes: _____ _____ _____ _____		

Something I did good today:

Student Behavior Tracking Chart

Student: _____ Teacher: _____
 Week Beginning _____ Week Ending _____

Target Behaviors:

- _____
- _____

☺ S-Satisfactory ☹ N-Needs Improvement ☹ U-Unsatisfactory

Subject/Time	Monday		Tuesday		Wednesday		Thursday		Friday	
	1.	2.	1.	2.	1.	2.	1.	2.	1.	2.
1. Homeroom										
2. Art/Clubs										
3. Science/Social Studies										
4. ELA										
5. Lunch										
6. Math										
7. French										
8. PE										
9. Dismissal										

Comments From Teacher: _____ Parent Signature: _____

Monday _____
 Tuesday _____
 Wednesday _____
 Thursday _____
 Friday _____

To earn a reward at the end of each day, a total of **15** S's must be earned.

STUDENTS TRACK THEIR OWN DATA

My Grades 4th 9 Weeks

A	B	C	D	E	F

Name _____ **My AR Results**



	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks	Total
Reading Level					
Points Earned					
%					
Did I make my goal?					
Am I at risk?					



ADVOCACY

Advocacy at many levels...

- School
- District
- State
- National



DON'T KEEP WHAT YOU DO A SECRET!

- Documenting and sharing what we do in our counseling program provides data that can be used to reduce the total number of inappropriate tasks assigned to counselors.
- Less tasks equal more time for student needs.
- Think in terms of PR...Students and schools are better because of Professional School Counseling Programs. We provide services to students, families and teachers that no one else on campus is qualified to do.



HOW CAN YOU SHARE WHAT YOU DO?

- Monthly Calendars with ASCA Standards for the lessons you will be teaching.
- Information on the back of a lesson worksheet for parents so they can follow up on skills you taught in their child's class.
- Counseling Department brochure for parents and staff.
- Counseling Department website
- National School Counseling Week
- Share your results...SLT's, school-wide goals...with all your stakeholders.



January 2013 Classroom Guidance Schedule

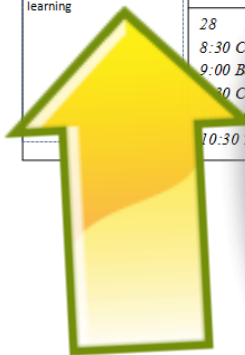
Sun	Mon	Tue	Wed	Thu	Fri	Sat
American School Counselor Standards: PS:A1 Acquire Self-knowledge PS:A1.5 Identify and express feelings C:B1 Acquire Career Information C:B1.1 Apply decision-making skills to career planning, course selection and career transition C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice CA:1.1 Develop skills to locate, evaluate and interpret career Information. CA:1.3. Develop an awareness of personal abilities, skills, interests and Motivations A:A2.1 Apply time-management and task-management skills A:A2.2 Demonstrate how effort and persistence positively affect learning	1	2	3	4	5	
	7 <i>9:00 Peschier PBIS Lessons K-2</i>	8 <i>SBLC</i>	9 <i>Administrative Leadership Meeting</i>	No School		
	14	15 <i>1:30 Davis</i>	16 <i>10:00 Holloway 1:30 Allemen</i>			
	21 <i>No School</i>	22 <i>SBLC All Day</i>	23 <i>Health & Wellness-meeting off campus 8-12 1:30 Hegger</i>			
	28 <i>8:30 Chustz 9:00 Boyt 10:00 Cantrell Cohen 10:30 Thibodeaux</i>	29 <i>SBLC</i>	30 <i>10:00 Holloway</i>			

September 2013 Classroom Guidance Lessons

Mon	Tue	Wed	Thu	Fri	
2 <i>Labor Day!</i>	3 <i>9:30 Broussard 2:30 Ellender</i>	4 <i>9:30 Peschier 2:30 Leathem</i>	5 <i>9:30 Cantrell 2:30 Hegger</i>	6 <i>9:00 Leadership Meeting</i>	American School Counselor Standards: Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. PS:A2 Acquire Interpersonal Skills PS:A2.1 Recognize that everyone has rights and responsibilities PS:A2.3 Recognize, accept, respect and appreciate individual differences PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
9 <i>9:30 Boyte 11:00 Chustz 2:30 Davis</i>	10 <i>Health & Wellness Meetings All Day</i>	11 <i>Health & Wellness Meetings All Day</i>	12 <i>Big Brother/Big Sisters Meeting 7:30-8:30 2:30 Taylor</i>	13 <i>1:30 Curriculum Meeting 2:30 Sinegal</i>	
16 <i>11:00 Thibodeaux</i>	17 <i>Health & Wellness Meetings All Day</i>	18 <i>9:30 Broussard 2:30 Ellender</i>	19 <i>9:30 Peschier 2:30 Leathem</i>	20 <i>9:30 Cantrell 2:30 Hegger</i>	
23 <i>9:30 Boyte 11:00 Chustz 2:30 Davis</i>	24 <i>Health & Wellness</i>	25 <i>9:30 Thibodeaux 2:30 Taylor</i>	26 <i>Leadership Lunch (Starlight Cafe)</i>	27 <i>Counselor Meeting VCC</i>	
30 <i>Test Talks 9:00-11:00 3rd Grade 2:30 Sinegal</i>	1 <i>Test Talks 9:00-11:00 Health & Wellness 12:40-4:00</i>	2	3	4 <i>9:00 Leadership Meeting 1:00 H&W Wellness workshop off campus</i>	

Together we make a difference!


Sonia Hartley



PARENTING INFORMATION...FILL UP THE BLANK BACK OF YOUR WORKSHEETS.

(IT LETS PARENTS KNOW YOU'VE BEEN IN THEIR CHILD'S CLASS AND WHAT YOU TAUGHT THEM.)



Dear Family,

Today I talked to your child's class about learning to identify our own and other's feelings. We will also begin to practice how to show care to others. Together, these skills are called *empathy*.

We are starting with learning how to use clues to identify how someone else is feeling. The children are learning that faces, bodies, and what is happening are all clues that they can use. They are learning to identify important feelings and their "feelings words": *happy, sad, angry, scared, surprised, and disgusted*. Ask your child to make these faces for you.

Learning to use clues to figure out how someone else is feeling is one step in developing empathy for other people. Here are some fun things you can do at home to help your child learn to recognize other's feelings:

- When you are reading a book together, look carefully at the pictures and ask your child to figure out how the characters are feeling. Talk about what is happening in the story and how that can be a clue to how someone is feeling.
- When watching movies, watch the faces and ask your child how the characters are feeling. To make it more fun, turn off the sound and just watch the faces and bodies.
- Cut out photos of people's faces from magazines. Glue them to a piece of paper. Talk about the different feelings shown.
- Share your feelings with your child so that he or she can see your face and hear your words describing the feelings. This is an important way for children to learn. Don't be afraid to use big words like frustrated, disappointed, and confused. These are all feelings your child has, and it helps to be able to name them.

As always, if you have any concerns or questions about your child, please call or e-mail me.

Thanks for sharing your child with me!

Sonia Hartley
Professional School Counselor

sshartley@jpsonline.com

J. Wallace James Elementary, A School of Leadership

The Counselor's Spot

[JW] Counseling Department's mission is to collaborate with all stakeholders to promote students to be a:

- Love themselves
- Encourage each other
- Achieve personal, academic, social, and career goals
- Develop good decision-making skills
- Empathize with others
- Remember to practice the 7 habits

September 2012

Volume 1, Issue 1

Classroom Guidance Lessons

This month in classroom guidance lessons, Mrs. Usie's PK students, along with 1st and 2nd graders, learned the role of the School Counselor.

I visit classrooms twice a month for guidance lessons. In addition to learning what my role is, the students were engaged in activities that included the 7 Habits of Happy Kids, focusing on Habit 1: *Be Proactive*. Students learned that it is great to have a "can do" attitude. It's important to choose their own actions, moods, and attitudes. Being proactive also means that they strive to be responsible, and not blame others. It also means to do the right thing even when no one is looking!

Activities that went along with [The Little Engine That Could](#) & [The Berenstain Bears and the Truth](#) helped to convey this message. Students in PK were able to identify things they can do and what actions show they can be proactive.

First and second grade students discussed how they can take responsibility for their actions by being honest.

TOGETHER WE MAKE A DIFFERENCE!

Upcoming Events

Leadership Café will be held on September 27th

Parent Workshop will be held on October 12th

Role of the School Counselor

My role as a School Counselor is to be an advocate for the children. I work to help address the academic, personal/social, and career needs of all students by

collaborating with school staff and parents. I also meet with students individually and in small groups on topics that include study skills, social skills, self-esteem, and grief.

If I can be of assistance to you, I can be reached at 337.521.7700. You may also email me at dtcole@jpsonline.com

*Danielle Cole,
Professional School Counselor*



A School Counselor ...

- Talks to students when they help
- Helps students set personal and academic goals
- Works with students to help them make good choices
- Works with students in small groups & individually
- Respects the privacy of others



J. Wallace James Mission Statement:

Academic excellence through, with, and in the arts and technology.



J. Wallace James Counseling Department Mission Statement:

The mission of the J. W. James Counseling Program is to collaborate with all stakeholders to promote students who are:

- Living the 7 Habits
- Encouraging each other
- Achieving personal/social, academic, & career goals
- Developing good decision-making skills
- Empathizing with others
- Respectful to self & others
- Successful

J. Wallace James School Counseling Program



Danielle C
PK-1st g
337.5
dtic

Who are Professional School Counselors?

J. Wallace James has 3 full time counselors. Professional School Counselors have a master's degree in School Counseling and meet state certification. The school counseling program at J. Wallace James follows the American School Counselor Association Model. Through this model, we provide classroom guidance lessons to serve all students, group & individual counseling, along with collaborating with parents, teachers, and community resources. We are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program concerning their academic, career, and personal/social development.

The Leader in Me

In the 2012-2013 school year, J. Wallace James implemented The Leader in Me process with Stephen Covey's 7 habits. Our motto is "Honor Your Greatness". We believe every child has something great within and we honor their greatness by teaching and living the 7 habits of happy kids.

- Habit 1: Be Proactive
- Habit 2: Begin with the End in Mind
- Habit 3: Put First Things First
- Habit 4: Think Win-Win
- Habit 5: Seek First to Understand, Then to be Understood
- Habit 6: Synergize
- Habit 7: Sharpen the Saw

Parent Corner:

As professional school counselors, we strive to provide helpful information and serve as liaisons between school and home by doing the following:

- Dine & Discuss Parent Workshops
- Assist with Parent/Teacher Conferences
- Health & Wellness Meetings
- Community Resources

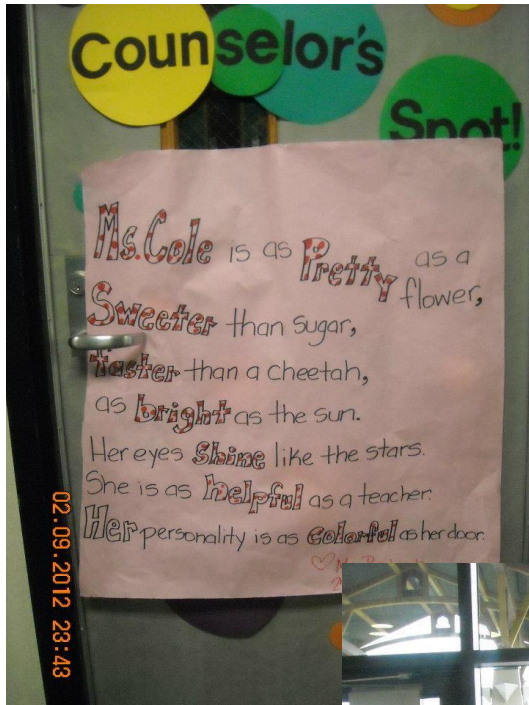
You can help us by:

- Making sure your child is present daily and on time
- Encouraging your child to follow school procedures & the 7 habits
- Checking homework & folders daily



TOGETHER WE MAKE A DIFFERENCE!

NATIONAL SCHOOL COUNSELING WEEK IDEAS



ANNUAL AGREEMENT



Annual Agreement

School Counselor Danielle Cole

Year 2013-2014

School Counseling Program Mission Statement

The Mission of the J. Wallace James counseling program is to address the needs of the whole child, which includes their social, emotional, academic, spiritual, and physical development. Thus, the J. Wallace James Elementary School Counselors shall promote leadership skills by encouraging independent thinking, cooperation, initiative and prepare students to become life-long learners to meet the global demands of the twenty-first century.

School Counseling Program Goals

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

Program Goal Statements	
1	Decrease the number of students written up for disrespect by 3% this school year. School counselors will present school wide bi-monthly classroom guidance lessons and target small groups.
2	Increase parent involvement by 1% by facilitating and supporting opportunities for parents to learn about school activities, expectations and functions.
3	Students with 12 or more absences last year will have fewer than 10 absences this year.

Use of Time

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

	Planned Use		Recommended
Direct Services to Students	40%	of time delivering school counseling core curriculum	80% or more
	10%	of time with individual student planning	
	20%	of time with responsive services	
Indirect Services for Students	15%	of time providing referrals, consultation and collaboration	

Program Planning and School Support	15%	of time with foundation, management and accountability and school support	achievement	
			Includes planning and evaluating the school counseling program and school support activities	20% or less

Advisory Council

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

First Wednesday of each month

Planning and Results Documents

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

Annual Calendar Closing-the-Gap Action Plans
 Curriculum Action Plan Results Reports (from last year's action plans)
 Small-Group Action Plan

Professional Development

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

Louisiana Counseling Association annual conference; professional development provided by the Lafayette Parish School Counselors Association; professional development provided by LPSS Student Services.

Professional Collaboration and Responsibilities Choose all that apply.

Group	Weekly/Monthly	Coordinator
A. School Counseling Team Meetings	Weekly	All counselors
B. Administration/School Counseling Meetings	Monthly	D. Schmersahl
C. Student Support Team Meetings (H & W)	Weekly	S. Hartley
D. Curriculum Meetings	Weekly	C. Wright
E. School Improvement Team Meetings		
F. District School Counseling Meetings	Monthly	B. Breaux
G. Leader in Me Lighthouse Meetings	Weekly	M. Usje

Budget Materials and Supplies

Annual Budget \$ 0 Materials and supplies wish list:

Supplies for parent workshops, orientation, and Starlight Caf 

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from 8:15 to 4:15.

My hours will be from _____ to _____ (if flexible scheduling is used)

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers



CLOSING THE GAP ACTION PLAN




CLOSING THE GAP ACTION PLAN

School Name: J. Wallace James Year: 2013-2014
 Goal: To help students who are struggling adjusting to a new school in Kindergarten by decreasing classroom disruptions (crying, getting up out of area)
 Target Group: 10 Kindergarten students who are having difficulties adjusting
 Data to Identify Students: Teacher surveys

School Counselor(s)	ASCA Domain, Standard and Student Competency	Type of Activities to be Delivered in What Manner?	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Project Start/Project End
Danielle Cole	A: A1.2, A:A1.5, PS:A1.5, PS:A2.6, PS:C1.2, PS:C1.6	Role Play & lessons delivered in the form of Small Group activities	Materials for Small Group activities- books, crayons, paper	10	Smileys, Straight, & Sad faces for students Likert Scale for teachers	The number of classroom disruptions (crying, getting up out of area) will decrease over the period the small groups meet.	8/29/13-10/10/13



CLOSING THE GAP RESULTS REPORT

 AMERICAN SCHOOL COUNSELOR ASSOCIATION		CLOSING THE GAP RESULTS REPORT					
School Name	J. Wallace James				Year:	2012-13	
Goal:	Seven out of the ten retained students in 4th and 5th grade will score a GPA of 75% or higher in core subjects.						
Target Group:	Retained students in 4th and 5th grade.						
Data to Identify Students	Report cards and promotion/retention lists.						
School Counselor(s)	ASCA Domain, Standard and Student Competency	Type of Activities to be Delivered in What Manner?	Resources Needed	Process Data (Number of students affected)	Perception Data (Data from surveys used)	Outcome Data (Achievement, attendance and/or behavior data collected)	Implications
Sonia Hartley	Personal/Social: Standard A; PS:A1.1,PS:A1.4 PS:A2.1 Standard B; PS:B1.3, PS:B1.5, PS:B1.12 Academic: Standard A: A:A1.4, A:A1.5, A:A2.1, Standard B: A:B1.3, A:B1.5, A:B1.6, A:B2.1 Standard C: A:C1.1	Small group counseling sessions. Individual planning sessions. Student-led parent conferences.	Small group lessons on study skills, data tracking, printed grades each week, time to meet with these students on a regular basis.	10	1 out of 10 students had a grade point average of 75% in core subjects for the 2011-12 school year.	9 out of the 10 students ended the year with a grade point average of 75% or better in core subjects for the 2012-13 school year.	Students who use good study habits are successful learners. Students that have been retained often lack these skills. Through counselor lessons and a lot of individual attention, these students were more successful in school and gained confidence and knowledge that can be applied in future school.



STATE & NATIONAL ADVOCACY

Get to know your senator and representative

- Go to campaign and political events
- Be aware of their voting history

Be aware of current bills

- Identify yourself, let them know if you are a constituent
- Let them know the bill number you are advocating for
- Briefly explain how this will benefit students and schools
- Ask them to consider voting for/against the bill
- Thank them for their time and support

If we don't educate our politicians on how important we are to the success of students, no one will.



ADVOCATE FOR YOUR STUDENTS

- Parent conferences
- Teacher conferences
- IEP meetings
- Expulsion hearings
- School Building Level Meetings
- With your administrators



QUESTIONS?



OUR CONTACT INFORMATION

- Danielle Cole, PK-1st grade
dtcole@lpssonline.com
- Pam Thomas, 2nd-3rd grades
pbthomas@lpssonline.com
- Sonia Hartley, 4th-5th grades
sshartley@lpssonline.com

School Number: (337) 521-7700

