

Excellence in School Counseling (ESC)
Responsibilities Worksheet

Core SC Curriculum	_____
Responsive Services- <i>Individual Counseling</i>	_____
Responsive Services- <i>Small Group Counseling</i>	_____
Individual Planning- <i>Scheduling</i>	_____
Individual Planning- <i>College/Career Readiness</i>	_____
Program Management	_____
Other	_____
TOTAL	<u>100%</u>

Excellence in School Counseling (ESC) Principal/Counselor Conversation Outline

I. PRE-MEETING

a. Meeting Preparation

- i. In early fall, ask for a brief, 30-60 minute meeting with your school principal or school leader. To the extent possible, the meeting should be with the primary decision-maker in the school instead of just with an assistant or other administrative staff member. The meeting can be as short as 15 minutes if the principal only has that amount of time available.
- ii. Explain that the purpose of the meeting is to “review the school counseling program’s performance, priorities, and goals for the new school year.” If more information is requested, explain that you/your team will be reviewing a one-page document of student outcomes as a result of the school counseling program and that you need the principal’s input on whether your draft list of priorities and goals for the upcoming school year align with the school leader’s vision.
- iii. If needed, explain that both the Excellence in School Counseling (ESC) program and the ASCA National Model guidelines stipulate a meeting between counselors and the principal at the beginning of each school year.

b. Summary Document Preparation

- i. The one-page (front and back) School Counseling Program Summary should be prepared early in the new school year, prior to the conversation with the school principal/school leader. The Summary should include summary lists of the top time usage responsibilities in each of the five program responsibility areas, the percentage of time spent by school counseling staff in each responsibility area over the past school year, and summaries of key output and outcome data for each area of responsibility (except for “Other”).
- ii. Goals may be added prior to the meeting with the principal or after.

II. PRINCIPAL/SCHOOL LEADER MEETING

a. Introduction

- i. Thank the principal/school leader for meeting with you/your team.
- ii. Explain that it is a school counseling program “best practice” to hold at least one annual meeting with the school principal to assure that the school counseling program aligns to the principal’s priorities and vision for students and the school. (You may also say it is an expectation of the ASCA National Model and Excellence in School Counseling processes.)
- iii. Provide the principal with a copy of the School Counseling Program Summary and explain that you will briefly explain the four parts of the document.

b. Overview of Summary Document

- i. **ASK:** “Are you fairly familiar with state and national best practices for school counseling programs?”
- ii. If the answer is no, take a moment to briefly explain common school counseling terminology and practices explaining:
 1. The ASCA National Model (briefly)

- a. Position that 80% of a counselors' time be spent on DIRECT and INDIRECT services to students.
 - b. The four primary responsibilities of school counselors:
 - i. Counseling – Responsive Services
 - ii. Teaching – Core School Counseling Curriculum
 - iii. Planning – Individual Student Planning
 - iv. Program Management – Indirect services
 2. The term “School Counselor” is preferred to “Guidance Counselor.”
 3. That schools are given great flexibility in deciding how to prioritize counselors' time in order to best meet the local needs of students.
- c. Purpose**
- i. **ASK** the principal to read the School Counseling Program Purpose. “Does this purpose align with your vision for the direction of the school counseling program?” If not, ask for input on what language should change.
- d. Responsibilities**
- i. Briefly describe each of four key responsibilities of school counselors as well as the fifth “other” responsibility.
 - ii. Explain that each responsibility includes a short list of the highest time usage tasks or activities from the previous year..
 - iii. Summarize or have the principal read through the lists for each responsibility. Emphasize that the tasks listed on this page – because they consume the greatest amount of a school counselors' time – represent the current school counseling programs' priorities.
 - iv. **ASK:** Do these responsibilities align with your priorities for the school counseling program? If not, what would you change?
- e. Impact**
- i. Briefly explain that the Impact section includes some of the key results – outputs and outcomes – of the programs' efforts last year. Explain that data collection is an ongoing effort and that some positive outcomes are not reflected here simply because the data is difficult (or impossible) to collect.
 - ii. **ASK:** What are your thoughts about the outcomes? What new, different, or expanded outcomes would you like to see?
- f. Goals**
- i. Explain that the Goals listed on the Summary are draft goals.
 - ii. Point out the reasons for focusing on these goals and the Near-Term and Long-Term Impacts you hope to accomplish.
 - iii. **ASK:** What are your thoughts about these Goals? What would you change?
 - iv. **ASK:** Which of our program priorities do you suggest we consider shifting in order to accommodate these goals? Also ask for extra time or assistance in collecting data, if appropriate.

III. WRAP UP

- a. Next Steps
 - i. **ASK** if there is interest in another meeting to review any revisions and/or discuss program issues in further detail. If yes, make a point to schedule it at this time.
- b. Wrap Up
 - i. Promise to provide ongoing progress updates and/or follow-up information.
 - ii. Thank the principal/school leader and conclude the meeting.