

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 *Texas Model for Comprehensive School Counseling Programs*” (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 *Texas Model for Comprehensive School Counseling Programs 5th ed.* 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.

STAGE ONE: PLANNING

**Tip: Complete planning stage during May and June for the following school year’s CSCP.*

- Commit to the action of creating a CSCP by forming a Counselor Advisory Team (CAT) that will engage in the planning tasks below.
 - *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.*
- Read the Texas Model for Comprehensive School Counseling Programs 5th ed. (TX Model).
- 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.
 - *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 must start somewhere.*
- Compile and analyze school data with the CAT to determine student needs (pgs. 57-66).
 - *If you are just starting out, choosing just 1-2 data sources from these pages is fine to avoid overwhelming your team with too much data.*
- Create your CSCP Foundation by working through Section III of the TX Model with the CAT, completing each of the activity boxes within the section.
 - Mission Statement
 - Definition
 - Rationale
 - Assumptions
 - Goals
 - Program Design Priorities
- Write your foundation in a document to share with community/staff/administration.
 - *See example foundation template, if needed.*
- Create your CSCP Program Design with the CAT by working through Section IV of the TX Model, 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.
 - Guidance Curriculum Services
 - Campus Responsive Services
 - Independent Planning Priorities
 - Monthly Calendar (pg. 105) - Use Section V content/topics for your calendar, as needed.
 - Program Balance Chart (pgs. 121-124) - You can turn this chart into your weekly schedule.

- Compile your program design elements (activity box information, calendars, etc.) in a document to share it with stakeholders.
 - *See example program design template, if needed.*
- Set up your Counseling Program Tracking and Data Analysis Report tool.
 - *Use the templates on pgs. 107, 125 along with the [TX Model Time Calculator](#) (Casarez, 2021) to guide you 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 Calculator \(located with template downloads\)](#), [ASCA's Mapp App](#), a simple self-created Excel sheet, SCUTA, EZAnalyze, etc.*
- If this has not already occurred through the CAT, present your planning work to your principal for approval and be sure to provide 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 agree.
 - *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 Administrative Conference form \(located with download templates\)](#).*
- 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. 125). 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 the principal and school 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.