

## Instructions for Completing the Weekly Counseling Activity Record Form

While the Weekly Counseling Activity Record Form isn't due until the end of the semester, plan to enter information every week, documenting and categorizing the work you are doing. The various fields are all ones required by the department for purposes of documenting ongoing growth and for supporting the California Commission on Teacher Credentialing (CTC) requirements for the Pupil Personnel Services (PPS) credential.

Every week, record the hours you've completed, indicating the following categories:

**Indirect vs. Direct Counseling:** The Counselor Education department recognizes that both direct and indirect counseling hours meet the requirements for EDCO 292 and are important and vital components of effective counseling. To help you understand how to classify your hours, please review *Appendix A: Indirect vs. Direct Counseling* listed below. Your direct and indirect hours will automatically calculate your total hours. You do not have to meet a specific requirement of direct vs. indirect hours within the semester.

**Total Hours:** Each week, you should try to achieve between 12 – 15 hours to meet the requirement of 200 hours by the end of the semester.

**Group Counseling:** Document how many hours you spend working with groups of students/clients. These hours can include both the traditional group counseling sessions and group presentations or group meetings (i.e. student-parent meetings) designed to come to a common understanding of how to support a student's success. For those EDCO students seeking a PPS, you need to document at least 25 hours by the completion of your 600 fieldwork hours.

**Diverse Students:** Record how many hours you spend working with students/clients that represent a diverse background, including socioeconomic disadvantages, English learners, homeless youth, foster youth, students with disabilities (including 504 plans), students experiencing suspension from school, sexual minority youth (LGBTQ+), racial and ethnic minorities. For those seeking a PPS credential, you need to document a minimum of 100 clock hours must be with at least 10 pupils of a different racial/ethnic/cultural background than that of the PPS Credential candidate, either individually or in a group.

**Academic vs. Social/Emotional vs. College/Career:** In aligning with the American School Counselor Association (ASCA) three domains of academic, social/emotional and college/career, you need to record how you would classify the work you are doing. To assist with that, please review *Appendix B: CTC Standards*. At this time, there are no specific requirements pertaining to these three domains, but the EDCO department encourages you to ensure you have completed fieldwork hours in all three domains.

**Activities:** Keep a log of the activities you performed that week. What was unique about the functions you performed, as compared to other weeks.

## Appendix A: Indirect vs. Direct Counseling

Delivery	Direct/ Indirect	Definition
Individual Counseling	D	Counseling service to students that are planned or unplanned to support those experiencing difficulty with relationships, personal concerns or developmental tasks.
Group Counseling	D	Counseling service delivered to a group of students who share similar difficulties in handling relationship, personal concerns, developmental tasks or academic development.
Crisis Counseling	D	Counseling that is unplanned and provides immediate prevention, intervention and follow up services to families, students or staff facing emergency situations. Counseling is short-term and may involve referral to outside sources.
Peer Facilitation	D/I	Facilitating or co-facilitating a peer program such as peer mediation, peer helpers, etc. Direct time = time spent with students
Individual/Group Student Planning (Advising)	D	Meeting with student(s) to guide them in long-term planning (goal setting) or short-term planning. Planning may include analyzing personal data (interest inventories, achievement tests, grades, etc.) to support realistic goals. Some examples might include: advising on graduation requirements, course selection, career planning, and college advising
Individual/Group Student Planning (Appraisal)	D	Meeting with students to analyze/evaluate their interests, skills, and achievement as it relates to academic, personal/social and career development
Consultation	D	A service that provides support to students by working directly with their parents/guardians, educators, and community agencies to identifying problems in order to put effective interventions into place. Follow up and data collection to support effectiveness of intervention is encouraged
Collaboration/ Interdisciplinary Curriculum Development	I	Through teaming with other professionals in the school building and community, school counselors will promote the goals of the counseling program. Stakeholder feedback will be used to shape the direction of the counseling program, make adjustments to a current program and/or initiate new activities/interventions that support student growth in the three domains
Classroom Guidance	D	Counselors work in classrooms to teach students those skills identified by the counseling program plan
School-wide Program Implementation	D	Counselors work outside of the classroom to provide instruction to students in those skills identified by the counseling program plan. (I.e. career day fairs, service learning opportunities, college night, etc.)
Parent/Teacher Trainer	D	Counselors provide instruction/training to parents/teachers/staff in the skills needed to support the facilitation of the goals/objectives outlined in the school counseling plan

Task Meeting Attendance	I	Attending meetings related to academic planning; which may include school safety, vocational development, school improvement goals, etc. Some examples of activities would be SST team member, Advisory committee member, etc
Program Management: planning & data collection/ analysis	I	Indirect planning on the part of the counselor to support the direct services provided by the counseling program. Activities in this section might include lesson planning, session planning, data collection, results recording, climate report, portfolio etc
Supervision	I	Individual supervision provided by site supervisor or supervision provided by University instructor/professor outside of class meetings
Clinical Observation	I	Observations completed by the counselor to support data collection. Observations might include frequency counts, ABC observations, etc
Professional Development	I	Opportunities counselors take to acquire better understanding in areas of interest/need. Some examples would be attending professional workshops, reading of professional journals/books, and seminar attendance

## **Appendix B: CTC Standards**

In April 2019, the California Commission on Teacher Credentialing (CTC) adopted new Pupil Personnel Services School Counseling Program Standards and Performance Expectations. Copied below are the performance expectations pertaining to counseling in the following domains: academic, social/emotional and college/career.

### **SCPE 3: Student Academic Development**

1. Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.
2. Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).
3. Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.
4. Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.
5. Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school).
6. Knowledge and understanding of state and local academic standards, grading policies and state testing.
7. Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.
8. Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.
9. Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.

### **SCPE 4: Student College and Career Development**

1. Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.
2. Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.
3. Knowledge of state and local graduation requirements, and provisions for marginalized populations.
4. Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).
5. Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.
6. Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.
7. Ability to promote developmentally appropriate college affordability planning, and establishing a school wide career and college culture throughout PreK-12 schools.
8. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.
9. Knowledge and understanding of local and national career and job market trends.
10. Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.
11. Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL).
12. Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.
13. Demonstrate ability to develop four and six-year academic and post-secondary planning.
14. Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.

### **SCPE 5: Social/Emotional Development**

1. Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.
2. Model and demonstrate essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.
3. Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a non-judgmental and inclusive manner.

4. Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.
5. Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.
6. Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.
7. Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.
8. Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.
9. Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.
10. Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.
11. Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.
12. Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.
13. Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.
14. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.
15. Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.