Interested in starting a Book Club or utilizing the text in your professional learning community? Use this guide for discussion questions to get you started.

Introduction
1. Were you aware of any of the “miracles” outlined in the introduction? What significance do they have for the profession of school counseling? What other miracles have occurred in school counseling recently, especially in your state or district?
2. After learning more about our historical struggle with professional illegitimacy and the present-day miracles happening in school counseling, what are your previous and current beliefs about the level of public support and endorsement for school counseling as a valuable profession in schools? What more, if anything, needs to happen?

Chapter 1: Implementing School Counselor Common Core Standards: Every Student Gets Every THING
1. To what degree do you currently utilize standards in your school counseling classroom lessons?
2. How can you ensure the incorporation of standards throughout your school counseling core curriculum?

Chapter 2: Intentional Guidance: Some Kids Need MORE
1. What is the difference between “responsive services” and “intentional guidance?”
2. Explain what the author means by “spending 90% of the school counselor’s time with 10% of the students is not the philosophy of intentional guidance” (p. 41). Describe your current use of time and delivery of intentional guidance.

Chapter 3: The Use of Data to Drive Interventions
1. Think about your current and previous beliefs about the importance of using data for both program management and accountability. Explain why it is becoming increasingly important for school counselors to use data for program planning and accountability purposes.
2. What kinds of data are you currently collecting in your school? What kind of data would you like to collect? What steps must you take to get access to needed data?

Chapter 4: Program Evaluation: Using Data to Evaluate Interventions
1. Thinking about your school counseling program, what are your desired outcomes? What are you doing to achieve the desired outcomes? What data or evidence do you have that your objectives are being met?
2. What proof do you have that your program is making a difference for students?
Chapter 5: Action Plans: A Two-Pronged Approach

1. Explain each prong of the “two-pronged approach.”
2. Page 96 recommends that an administrator’s signature be part of the Curriculum Action Plan. What are the benefits of having the administrator’s participation and approval of your Curriculum Action Plan? What are some strategies for gaining your administrator’s buy-in and support?

Chapter 6: Determining Curriculum and Interventions

1. What are some ways a school can assess whether students are mastering soft skills, executive functioning skills, etc.?
2. How you might use the Fishnet Approach to ensure all students in need of tier 2 supports are identified? What stakeholders might you need to enlist the support of to set up and maintain this system?
3. In what way does this referral form reduce “random acts” of referrals as opposed to other referrals or using no referral at all?
4. In what ways would a menu of services support or enhance your current practice as a school counselor?
5. What curricula does your school/district currently use? Where can you find additional school counseling curricula?

Chapter 7: Creating Pre-/Post-Tests

1. How can assessing the impact of school counseling classroom lessons support a school counselor’s work? What factors do you think may prevent school counselors from assessing the impact of their lessons?
2. What support/training/resources do you need to assess your classroom lessons?

Chapter 8: Intentional Guidance for Systems Change

1. When you first decided to become a school counselor, did you realize that advocating for systems change would be part of the job? Now that you know, what are your reactions/feelings/thoughts about this responsibility?
2. Do you believe that students are advantaged or disadvantaged by the voice and actions of school counselors? What are your beliefs about school counselors as change agents?
3. What is the school counselor’s role in promoting dialogue about school data? How comfortable are you currently in leading these types of data conversations? What needs to happen in order for you to become more comfortable?
4. What do you fear most about advocating for your students? How might you need courage in order to serve as an effective advocate for systems change?

Chapter 9: Finding (Making) Time: Setting Priorities

1. Why does the author argue that an empty calendar is problematic? What other reasons can you think of?
2. On page 199, the author argues that “school counselors who are always available to see parents or students are actually not performing the role of a professional school counselor.” What does this mean to you?
3. How do you think you are viewed/treated at your school - as a starter or utility player? In what way do you act like a starter? A utility player? What steps can you take to move more towards being a starter?
4. What “inappropriate” or “non-counseling” duties are you currently performing and what percentage of time do they take up? What steps have you taken to advocate that those duties be eliminated, in accordance with your ethical standards? How could an Annual Agreement be useful in this endeavor?
5. Think about the metaphor of the the plate at the buffet and how our plates are full as school counselors. Can you relate? What do you think you should put on your plate first, then second, then third, and so on? How might this strategy affect your mindset, stress levels, effectiveness as a school counselor, etc.?
Chapter 10: Reporting Results
1. How are the intentional guidance and core curriculum action plans different than the results report?
2. Why does the author recommend that school counselors share credit with other educators working to support student achievement?

Chapter 11: Reporting Results via the Flashlight Approach
1. Why do you think it is important to “shine a light” on ONE thing you do as a school counselor, rather than reporting results about all of the things you do?
2. With whom might you share a flashlight presentation at your school? When might be a good time for such a presentation?

Chapter 12: Flashlight Packages: Putting It All Together
1. What is the purpose of a flashlight package?
2. Out of all of the components of the flashlight package, with which do you feel most/least confident and why? What can you do to become more confident?

Chapter 13: Today’s Professional School Counselor Does Make a Difference
1. You are likely to encounter a degree of resistance as you lead or participate in systemic change. Think about any apprehension you might have about this resistance and your plan for mitigating it. What strategies does the author suggest? How might you integrate these strategies into your practice?
2. Think about a new program, system, or other change that you would like to make at your school. How might you “prepare the soil?” What changes in reasoning and/or resources need to occur and how might you facilitate those changes? What challenges do you anticipate and how might you mitigate them?
3. How might school counselors move toward being “owners” rather than “renters?” How will you personally contribute to this movement?