

Where Are You in the Implementation of Comprehensive School Counseling Program?

clcu NYGEAR UP Webinar Series
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Together, we must achieve a new goal, that by 2020, the United States will once again lead the world in college completion. We must raise the expectations for our students, for our schools, and for ourselves – this must be a national priority. We must ensure that every student graduates from high school well prepared for college and a career.

President Barack Obama, March 2010
Blueprint for Reform

“To restructure, we must first look deeply at the goals we set for our children and the beliefs we have about them.”

Asa Hillard III

The times are a “changin” in New York

HORRAY

FINALLY

NY MOVES INTO THE 21st Century

Board of Regents acted on the past 24 months of research
and recommendations

Proposed Board of Regents Vote: September 2016

Proposed Regulations

- 1. PK-12 Program developed by certified school counselors based on student competencies:**
 - a) Annual individual progress review plan for each student
 - b) School counseling core curriculum instruction addressing student competencies
 - c) Other direct student services (includes social workers and school psychologists as providers in cooperation with school counselors)
 - d) Indirect student services (e.g. referrals consultation, collaboration)

Proposed School Counseling Program Content

Based on the ASCA National Model

Standards based

Annual individual progress review plan

School counseling core curriculum

What Does All of This Mean to You?

Preparation

Practice

On going professional development

Today We Will

look at comprehensive school counseling without getting overwhelmed

become familiar with the components of the ASCA National Model

explore user-friendly tools that will help align your work with comprehensive school counseling

figure out the steps you need to take to get started or go further

Looking at Comprehensive School Counseling

- ▶ ASCA Mindsets and Behavior Standards (Student Learning Outcomes)
 - ▶ Academic
 - ▶ Career
 - ▶ Social-Emotional
- ▶ Aligned with your school's mission
- ▶ Requires collaboration between all members of the school community
- ▶ An “all students” agenda
- ▶ Written document outlining program
- ▶ Reviewed and evaluated annually

What does it mean to say that school counseling is a program?

A shift in thinking that explains school counseling as a program rather than a position within schools. A program can generally be defined as “A coherent sequence of activities based upon a validated set of competencies” (WV, 2011).

School counselors design, implement and evaluate a comprehensive array of services that include both preventative and developmental services to develop essential competencies in all students.

Critical to contributing to improving student achievement is the ability of the school counselor to implement a Comprehensive School Counseling Program (CSCP), use data to inform their practices and address inequities in educational opportunity; connect their work with students to the goals of school improvement, and engage in meaningful collaborative partnerships with administrators and teachers (Gysbers, 2004).

WHY THE ASCA/NYSSCA MODEL?

- Transforms the role of the school counselor

- Aligns with the standards
- Offers an accountability system
- Provides for a PreK-12 program
- Ensures access to school counseling for all students
- Supports eliminating learning barriers for student success
- Aligns with the ASCA Ethical Code
- **Shows school counselor effectiveness**

Students Need Answers...

Who am I?

Where am I going?

How do I get there?

ASCA
2012
3rd ed



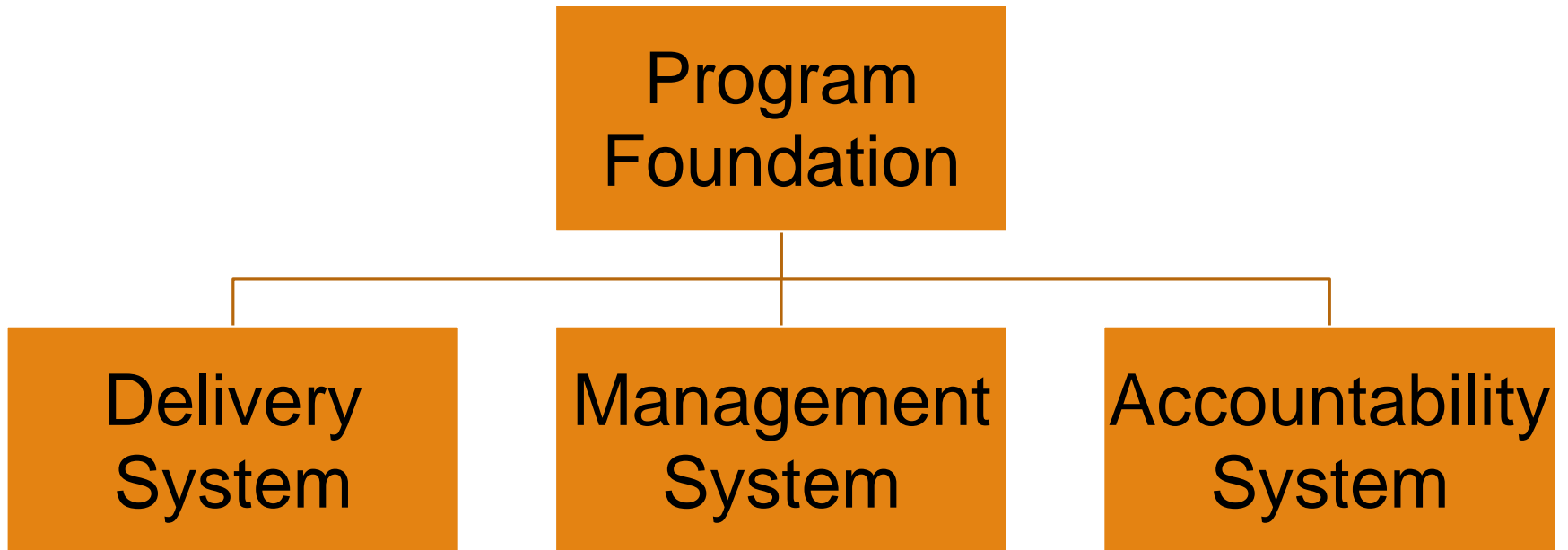
National Model Framework



Reaching more students & being more effective
Standards-based & data driven

How are students different because of what we do?

The Model Has a Structure



SC Program Framework:

◦ Foundation

Mission

Vision

Mindsets & Behaviors

Professionalism

◦ Management

- Advisory Council
- SC Use of Time
- Monthly and annual calendars
- Principal-SC Agreement

◦ Delivery

- Classroom lessons
- Small group activities & lessons
- Individual assessments & interventions
- Student annual reviews

◦ Accountability

- Types of data & their uses
- Analyzing program results
- Closing the Gap action plans
- School improvement goals
- APPR

Thinking Ahead: How will you organize your work?

FOUNDATION

- ▶ Program Focus (Mission, Vision, Goals etc)
- ▶ SC Professional Standards/Competencies
- ▶ Student standards/competencies

Mindsets and Behaviors

- ▶ ACADEMIC
 - ▶ CAREER
 - ▶ SOCIAL - EMOTIONAL
- Student Development

Foundation: An Effective Mission Statement

Aligns with the school's mission statement and may show linkages to district and state department of education mission statements

Is written with students as the primary focus

Advocates for equity, access and success of every student

Indicates the long-range results desired for all students

The Foundation: ASCA Mindsets and Behaviors

Three Domains:

- Academic
- Career
- Social-Emotional

Six Mindset Standards

Twenty-nine Behavior Standards

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Delivery System

DELIVERING with INTENTION

- Classroom lessons
- Small group activities & lessons
- Individual assessments & interventions
- Student annual reviews
- Individual Learning Plan (ILP)

Direct Student Services

Indirect Student Services

MAPPING: Identifying what we do and finding gaps using Standards, Competencies, Activities, School Improvement Goals, and Outcomes!

Direct Student Services

Delivery

SC Core
Curriculum

Individual
Student
Planning

Responsive
Services

Management SYSTEM

It's About Organization

- ▶ Principal/School Counselor Annual Agreement
- ▶ Advisory Council
- ▶ SC Use of Time
- ▶ Action Plans
- ▶ Lesson Plans
- ▶ Monthly and Annual Calendars
 - ▶ Yearly department and individual counselor schedules

Program Mapping =s Evidence

An Archeology Project

- ▶ Previous district plans
- ▶ Calendars
- ▶ Lists of Activities
- ▶ EVERY activity accomplished by counselors
- ▶ Mapping to:
 - ▶ The National Standards for School Counseling Programs
 - ▶ Mindsets and Behaviors
 - ▶ The Common Core State Standards
- ▶ Provides a Gap Analysis

MAPPING =s EVIDENCE and also accountability

ASCA/NYSSCA Model

Counselor _____

Building _____

Service/ Activity D	Mindset standards F	Behavior Standards F	Domain A-C-S/E	Grade Level D M	Timelin e M	Who's Involve d M	School improvem ent data A	Measurable Outcomes A

Accountability

- Shows that school counselors intentionally and purposely act to “close the gap” and “raise the bar”
- Focuses activities on student achievement and success
- Demonstrates commitment to school improvement
- Highlights school counselors’ skills
- Shows **Evidence**

Accountability System =s Evidence

▶ From—

- ▶ What do counselors do?
 - ▶ Counting Activities

▶ To—

- ▶ How are students *different* because of what counselors do?
 - ▶ Student Learning Outcomes

Accountability

- Evidence based practice
 - Analyzing program results
 - Closing the Gap action plans
 - School Improvement goals
- SMART GOALS
- Mapping
- MEASURE (data driven practice)
- APPR

School Counselor Accountability

Making Sure No Child Is Left Out Of The Success Picture!



Effective School Counselors

- ▶ contribute to positive academic, attitudinal and social outcomes for students (attendance, on time promotion to the next grade, on-time graduation, and respectful and cooperative behavior).
- ▶ use diverse resources to develop student skills in academic, career, and social –emotional development
- ▶ contribute to the development of classrooms and schools that value diversity, character, respect, civic-mindedness and a college/career going culture.
- ▶ collaborate and consult with teachers, administrators, parents and education professionals to ensure student success particularly the success of students with special needs and those at high risk for failure.

One Step at a Time.....

- ▶ Where Will You Begin?
- ▶ Your Next Steps?
- ▶ Comments
- ▶ Thoughts
- ▶ Q and A

WEB RESOURCES

- ▣ National Center for Educational Statistics <http://nces.ed.gov/> (student's classroom)
- ▣ ASCA www.schoolcounselor.org
- ▣ Tools for School Improvement <http://www.annenberginstitute.org/Tools>
- ▣ Post Secondary Education www.postsecondary.org
- ▣ EZ Analyze <http://www.ezanalyze.com/download/instructions.htm>
- ▣ College Board National Center for School Counselor Advocacy www.collegeboard.org
- ▣ National Consortium for School Counseling and Postsecondary Success
<http://www.ncscps.org/>
- ▣ Engage NY www.engageNY.org
- ▣ Common Core www.CoreStandards.org