

## *How to Implement the Comprehensive School Counseling Model in the Real World*

*GUIDANCE EXPO  
Westchester County Center  
October 18, 2010*



## Presentation Goals

- Introduce *The NYS Model*
- Examine Components of *The NYS Model*: Foundation, Delivery, Management, and Accountability-with examples
- Understand relationship of *The NYS Model* to NYS Learning Standards and ASCA's National Standards
- Explore challenges and opportunities of implementing *The NYS Model*

## Why here, why now?

- ASCA's *National Standards and National Model for School Counseling Programs*
- Transforming School Counseling Initiative
- US (NCLB) & NYS (Standards, SELD Initiatives, SAVE Legislation)
- Lack of clear counselor roles
- Continuing school counselor layoffs
- School improvement movement

### What is *The NYS Model*?

- A tool for aligning school counseling programs to the mission of the school and the **New York State Learning Standards**
- An instrument for ensuring accountability in school counseling programs
- A manual for implementing comprehensive school counseling programs
- A role definition for school counselors

### What is Comprehensive School Counseling?

- Competency-based
  - Academic
  - Career
  - Personal/Social
- Integral component of academic mission of schools whose goal is to improve student success
- Collaboration between all members of the school community
- Delivered systematically to **all** students
- Written document outlining program

The Practice of the Traditional School Counselor	The Practice of the Transformed School Counselor
<ul style="list-style-type: none"> <li>■ Counseling</li> <li>■ Consultation</li> <li>■ Coordination</li> </ul>	<ul style="list-style-type: none"> <li>■ Counseling</li> <li>■ Coordination</li> <li>■ Consultation</li> <li>■ Advocacy</li> <li>■ Teaming and Collaboration</li> <li>■ Data-driven/Results-based</li> <li>■ Use of Technology</li> </ul>
<b>Service-driven model</b>	<b>Data-driven and standards-based model</b>

### SCHOOL COUNSELING IN NEW YORK STATE

EVOLUTION

- |   |   |
|---|---|
| ■ Mental Health Providers                   | Academic/Student Achievement Focus                              |
| ■ Individual Student Concerns               | Whole School & System Concerns                                  |
| ■ Clinical Model focus on Student Deficits  | Academic Focus Building on Student Strengths                    |
| ■ Service Provider, 1-1 and Small Groups    | Leader, Planner, Program Developer                              |
| ■ Primary Focus on Personal/Social Learning | Focus on Academic Counseling, & Achievement, Supporting Success |
| ■ Ancillary Support Personnel               | Integral Member of Educational Team                             |
| ■ Loosely Defined Role & Responsibility     | Focused Mission and Role Identification                         |
| ■ Record Keepers                            | Use of Data to Effect Change                                    |

## SCHOOL COUNSELING IN NEW YORK STATE

- |  |  |
|--|--|
| • Sorters, Selectors in Course Placement     | Advocates for Rigorous Preparation for ALL   |
| • Guardians of Status Quo                    | Agents for Change  |
| • Work in Isolation or with other counselors | Teaming and Collaboration with All Educators   |
| • Involvement with Students                  | Involvement with Students, Parents, Ed. Professionals, Community, Community Agencies                         |
| • Little or No Accountability                | Accountable for Student Success, use of data, planning and preparation                                       |
| • Dependence on use of system's resources    | Broker of services for parents and students from community resources, agencies, as well as the school system |
| • Post-Secondary Planners                    | Champions for Encouraging All Students to Achieve High Aspirations   |

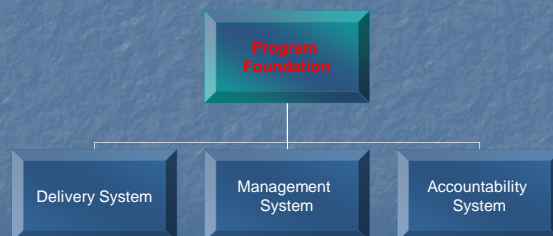
## PERCEPTION AND REALITY

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>□ Perception--Many Schools &amp; Districts</li> <li>□ Have qualified &amp; certified school counselors</li> <li>□ Have a cohesive counseling program and calendar</li> <li>□ Counseling staff is on task and aware of counseling program</li> </ul> | <ul style="list-style-type: none"> <li>□ Reality—Many Schools &amp; Districts</li> <li>□ Written program is outdated and inaccurate</li> <li>□ Program is not written down</li> <li>□ Isn't always consistent between and among counselors</li> <li>□ Counselors don't have a strong awareness of state/national standards and comprehensive programs</li> </ul> |
|--|--|

## NYS Guidance Plans-Pt 100

- (iii) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

## Model Structure



## Program Foundation

- Philosophy
- Vision
- Mission Statement
- Program Goals



## Program Foundation: 7 Questions Toward A Mission

- Who are we as an organization?
- What are the basic needs we exist to fill or problems we exist to solve?
- What do we do to recognize or anticipate and respond to these needs and problems?
- How should we respond to our key stakeholders: students, families, teachers, etc.?
- What is our philosophy and what are our core values?
- What makes us distinctive or unique?
- What is our mission?

## Program Foundation: Mission Statements

Fairbanks North Star Borough SD

The mission of the FNSBSD Comprehensive School Counseling Program is to advocate and provide support for maximum student achievement in the areas of academic, career, and personal/social growth. School counselors work with parents, educators, and the community to provide developmentally appropriate and comprehensive services that meet the needs of all students in order for them to become productive members of an ever-changing global society.

## Program Foundation: Philosophy/Beliefs

- **PHILOSOPHY/BELIEF**
- **As counselors of the FNSBSD, we believe:**
  - all students are capable of learning, achieving and acquiring knowledge in different ways and at different rates.
  - all students are valued as individuals.
  - all students have a right to, and will benefit from, a comprehensive counseling program that is culturally and developmentally appropriate.
  - students, with their parents, are responsible for monitoring their educational progress, assisted by the professional school counselor.
- **and that counselors:**
  - help students recognize their learning strengths, weaknesses and potential.
  - coordinate activities and programs that support the academic mission of the school.
  - utilize the strengths of parents and the community and serve as liaisons between parents, the community and the school.
  - serve as leaders in the advocacy of school reform and are key players in school reform.
  - participate in on-going programs and professional development that enhance their skills and knowledge.

## Program Foundation: Mission Statements

Lakeshore Central School District

**The mission** of the Lake Shore School Counseling Department is to provide a comprehensive counseling and guidance plan that will assist all students in acquiring the skills, knowledge and attitudes needed to become successful students, responsible citizens, and life long learners.

## Program Foundation: Philosophy/Beliefs

The Lake Shore School Counselors believe every student can learn and all have an equal right to access a certified school counselor and to participate in a comprehensive school counseling program designed to ensure student success. The following principles are the foundation for the Lake Shore School Counseling Program:

## Program Foundation: Philosophy/Beliefs

- **The Lake Shore School Counselor's beliefs:**
  - \* All students can learn and should be given the opportunity to do so.
  - \* All students have dignity and worth and have a right to a safe, mutually respectful, healthy and orderly learning environment.
  - \* Learning involves the education of the whole person and is a continuous lifelong process.
  - \* All students have the right to participate in the school counseling program.
  - \* Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.
  - \* Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community.
- **The Lake Shore School Counseling Program will:**
  - \* Be student-centered and based on specified goals and developmental student competencies.
  - \* Include education that extends beyond the classroom environment and allows students to develop lifelong skills that can assist them in the pursuit of their life goals.
  - \* Consider all students' ethnic, cultural, racial, sexual orientation and special needs when planning and implementing the school counseling program.
  - \* Be data-driven. The data will be used in assessing the needs and effectiveness of the school counseling programs, driving future program development and evaluations.
- **The Lake Shore School counselors:**
  - \* Will be full-time employees who hold state certification and have a Master's Degree in School Counseling. They will deliver the school counseling programs as outlined in the New York State Counseling Standards of academic, career and personal/social domains.
  - \* Will abide by the professional school counseling ethics as advocated by the American School Counselor Association.
  - \* Will participate in professional development essential to maintaining a high-quality school counseling program.

## Program Foundation: Mission Statements

Kenmore-Tonawanda UFSD

**The mission** of the Kenmore-Tonawanda UFSD Counseling Department is to provide a comprehensive, developmental counseling program that addresses the diverse academic, career, personal, and social development of all students, to prepare them to reach their full potential and succeed in a changing global community.

## Program Foundation: Philosophy/Beliefs

The Kenmore-Tonawanda UFSD's Comprehensive School Counseling Program is built on the assumption that certain educational, career and personal social objectives are attainable when school counseling for all students is provided.

## Program Foundation

- The National Standards for School Counseling Programs
  - Academic, Career, Personal/Social Development (117-121, NYSSCA Plan)
- The New York State Learning Standards
  - Health, PE, Family & Consumer Sciences; Math, Science, Tech; English Language Arts; LOTE; The Arts; Career Development & Occupational Studies; Social Studies (97-100, NYSSCA Plan)

## Program Foundation-- State of Education--NYS

- Office of Elementary, Middle, Secondary, Continuing Ed (EMSC)
  - Three Strategic Objectives
    - Implement Higher Standards for All Students
      - Using research based standards and assessments
      - Comprehensive developmental counseling programs are research based providing students with skills
    - Build Local Capacity
      - Raise achievement levels and increase safety for all students
      - School counseling programs address these needs
    - Report Results and Promote the Effective Use of Strategic Data
      - Comprehensive counseling programs are data driven, using results of program assessments and student outcomes

## Program Foundation-- Educational Regulations

- No Child Left Behind (ESEA)
  - Promises high standards for all students
  - Regulates AIS services
    - Counselors can provide study skills, career choices, college opportunities; bridging the gap for all disaggregated groups
- SAVE Legislation
  - School safety
  - Emergency Response Plans
  - Codes of Conduct
  - Removal of Students
  - Uniform Violent Incident Reporting
  - Health Curriculum
  - Child Abuse Reporting
    - Comprehensive Plans can provide for services and activities

## Program Foundation- Educational Regulations

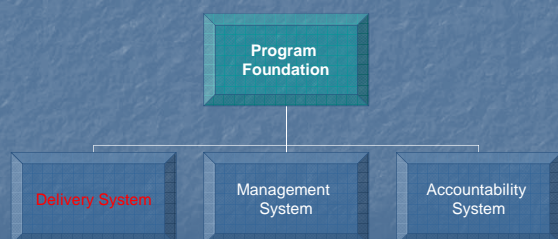
- The NYS Children's Mental Health Plan
  - Social-Emotional Learning Development Competencies
    - **Having awareness of self and others**
      - Being able to understand and identify emotions, understanding that individual actions affect the emotions of others
    - **Managing emotions/behaviors**
      - Managing complicated emotions, having command of impulses, being able to manage anger in a positive way
    - **Being able to motivate oneself**
      - Having the ability to set and attain goals, having the ability to persist when confronting challenges
    - **Being empathetic**
      - Having the ability to put yourself in and appreciate another person's position, having the ability to show care and concern
    - **Being able to manage relationships effectively**
      - Having a capacity to make and keep friendships, cooperate and work with others, and handle and resolve disagreements

Golman (1995)

## Program Foundation: NYS Comprehensive School Counseling Program Crosswalk

- Aligns ASCA *National Standards* with *NYS Learning Standards*. Used to:
- Integrate school counseling to academic mission
- Align school counseling curriculum with Standards
- Improves collaboration between faculty members
- [www.nyssca.org/crosswalk.pdf](http://www.nyssca.org/crosswalk.pdf)

## Model Structure



## Delivery System

The methods school counselors use to deliver competencies to students:

- Individual Student Planning
- Responsive Services/Counseling
- School Counseling Curriculum
- System Support



## Delivery System: Individual Student Planning

- Help Student Take Responsibility as they:
  - Monitor their progress
  - Evaluate their progress
  - Plan for the future
- Through
  - Case Management
  - Individual Appraisal
  - Individual Advisement
  - Placement

## Delivery System: Individual Student Planning- Lakeshore CSD

- **Individual Student Planning:** School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.
- **Case Management:** School Counselors monitor individual student progress.
- **Individual Appraisal:** School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- **Individual Advisement:** School Counselors work directly with students on developing an appropriate educational plan.
- **Placement:** School Counselors assist students in determining the proper educational setting as they meet their academic and career goals.

## Delivery System: Individual Student Planning- Fairbanks

- **B. Individual Student Planning**
  - Representative Activities
    - -individual or small group appraisal to analyze and evaluate students' abilities, interests, skills and achievement.
    - -individual or small group advisement involving students, parents or guardians and the school in planning students programs that meet their needs.

## Delivery System: Individual Student Planning- Kenmore-Tonawanda

- **Individual student planning consists of school counselors coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans. Activities may include helping students plan, monitor, and manage their own learning as well as meeting competencies in the areas of academic, career, personal/social development.**
- **Individual planning with students is implemented through strategies such as:**
  - Individual or small group appraisal
  - Individual or small group advisement



## Delivery System: Responsive Services/Counseling

Familiar to all school counselors:

- Consultation
- Personal Counseling
- Crisis Counseling
- Referral

## Delivery System: Responsive Services/Counseling-- Lakeshore

- **Responsive Services:** Responsive services, which are the traditional duties of school counselors, consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation and/or information.
- **Consultation:** School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- **Personal Counseling:** Provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- **Crisis Counseling:** Provides prevention and interventions. Such counseling, is short term in nature addressing a particular student's concern.
- **Referral:** Counselors refer students and their families to appropriate community agencies when needed.

## Delivery System: Responsive Services/Counseling-- Fairbanks

- **C. Responsive Services**
  - Representative Activities
    - consultation
    - individual and small group counseling
    - crisis counseling/response
    - referrals
    - peer facilitation

## Delivery System: Responsive Services/Counseling— Kenmore-Tonawanda

- **Responsive Services are delivered through strategies such as:**
  - **Consultation**
  - **Individual & Small Group Counseling**
  - **Conflict Resolution**
  - **Safety Team**
  - **Student Support Team**
  - **Referrals to Other Social & Community Services**
  - **Peer Facilitation**

## Delivery System: School Counseling Curriculum

- A planned, purposeful series of activities designed to:
  - Improve student competencies in academic, career, and personal/social realms
  - Improve student achievement
  - Connect program to the academic mission of schools
- Delivered through
  - Classroom activities, large or small group activities, and interdisciplinary activities

## Delivery System: School Counseling Curriculum

*New York State Comprehensive School Counseling Program Activity Manuals*

- Level-specific curriculum guides
- Linked to **ASCA National Standards** and **New York State Learning Standards**
- Each activity features evaluation methods
- Available at our conference and at our website [www.nyssca.org](http://www.nyssca.org) Click on Publications.

## Delivery System: School Counseling Curriculum-- Lakeshore

- **Classroom activities:** School Counselors present lesson in the classroom setting.
- **Group activities:** School Counselors may also conduct large group activities to address students' particular needs.
- **Interdisciplinary activities:** School Counselors participate in teams to develop curriculum across content areas.
- **Career and College Awareness Month:** Every April School Counselors sponsor College and Career Awareness activities throughout the district.

## Delivery System: School Counseling Curriculum-- Fairbanks

- Representative Activities
  - classroom instruction
  - interdisciplinary activities
  - group activities
  - parent workshops and instruction

## Delivery System: School Counseling Curriculum— Kenmore-Tonawanda

The school counseling curriculum consists of a written instructional program that is "comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered by school counselors and other educators." Aligned to NYSSCA/ASCA National Standards and the school district's academic goals.

- Strategies such as:
  - Classroom instruction
  - Interdisciplinary Curriculum Development
  - Group Activities
  - Parent Workshops & Instruction

## Program Mapping

Counselor Name:		School/District Name:				
Grade Levels:						
ASCA Standard Academic A Life long and effective learners: Student Competency: Students will become more responsible for their academic success. Service/Activity	Grade level/ students involved (delivery management)	Timeline (management)	Who's Involved (collaboration & learning management)	School Improvement Data/Goals (accountability)	Measurable Outcomes (accountability)	Delivery Process

Curriculum Mapping Worksheet

## Program Mapping

Counselor Name: John Doe		School/District Name: Arntown Central School District				
Grade Levels: 3, 8, 9						
ASCA Standard Academic A Life long and effective learners: Student Competency: Students will become more responsible for their academic success. Service/Activity	Grade level/ students involved (delivery management)	Timeline (management)	Who's Involved (collaboration & learning management)	School Improvement Data/Goals (accountability)	Measurable Outcomes (accountability)	Delivery Process
Evening orientation for parents, introduce the "blamer"	8	September	Counselors, lead teachers, department coordinators, parents	1 <sup>st</sup> quarter failures	More students passing all courses	System Support
Student orientation done by peer leader in classrooms. Sign up for at least 1 activity, attend for the 1 <sup>st</sup> quarter teacher "service credit"	8	September - November	Student leaders, students, teachers, counselors, parents	Engage students in school activities and improve attendance	Increase student involvement in all club activities from 2003-04; Complete the involvement	Curriculum, individual student planning
Course selection program in class room. Small group/individual meetings with counselor to develop a plan for 2 <sup>nd</sup> grade success.	9	September - June	students, teachers, counselors, parents	Reduce number of students failing 2 <sup>nd</sup> grade	Improve 2 <sup>nd</sup> grade promotion, increase the graduation rate	Curriculum Individual Student Planning
Lunch time Homework Help Club	3	September - June	2 <sup>nd</sup> grade students, teachers, counselors, parents, 5 <sup>th</sup> grade	Reduce number of students not turning in homework	Improve 3 <sup>rd</sup> grade test scores	Curriculum Individual Student Planning

Curriculum Mapping Example

## Program Mapping-Fairbanks

### CAREER

**ASCA Standard 4:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Learn about the variety of traditional and nontraditional occupations	Classroom Guidance Lessons <b>Career Cluster Focus:</b> Law Enforcement, Public Safety and Security Health Science Education and Training	Classroom Guidance Lessons <b>Career Cluster Focus:</b> Law Enforcement, Public Safety and Security Health Science Education and Training	Classroom Guidance Lessons <b>Career Cluster Focus:</b> Agriculture, Food and Natural Resources Transportation, Distribution and Logistics	Classroom Guidance Lessons <b>Career Cluster Focus:</b> Agriculture, Food and Natural Resources Transportation, Distribution and Logistics
Develop an awareness of personal abilities, skills interests and motivations (Gr. 3)				
Learn how to interact and work cooperatively in teams (Gr. 3)				
Learn how to set goals (Gr. 3)				

# Program Mapping-Lakeshore

ACADEMIC	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>SC-12.2.1 Academic Development: Standard A</b>													
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.													
<b>Improve Academic Self-Concept</b>													
Articulate feelings of competence and confidence as a learner			X		X	X							
Display a positive interest in learning	X	X	X	X	X	X							
Take pride in work and in achievement	X	X	X	X	X	X							
Accept mistakes as essential to the learning process	X	X	X	X	X	X							
Identify attitudes and behaviors which lead to successful learning	X	X	X	X	X	X							
<b>Acquire Skills for Improving Learning</b>													
Apply time management and task management skills		X			X	X							
Demonstrate how effort and persistence positively affect learning	X												
Use communication skills to know when and how to ask for help when needed			X										
Apply knowledge of learning styles to positively influence school performance					X	X							

## Example of Standards Based Guidance Lessons

**Best Practices in School Counseling**  
**Career**

**Title:** 8<sup>th</sup> Grade Career Project

**Name:** Charles Todd  
**School:** Garfield Brown Middle School  
**School District:** Fortrop CSD

**Grade Level:** 8

**Standard:** Career Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.  
**Career Standard B:** Students will employ strategies to relate their career goals with societal and institutional.  
**Competencies (C.A.1):** Develop skills to locate, evaluate, and interpret career information.  
**C.B.1:** Use research and information resources to obtain career information.

**NYS Learning Standard:** CDOES Standard 1: Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

**ELA Standard 1: Language for Information and Understanding:** Students will listen, speak, read, and write for information and understanding.

**Resources/materials:**  
1. O\*Net website  
2. Choices Computer Program

**Evaluation methods:** See below

**Lesson plan/procedure:**

**Purpose:**

- To have 8<sup>th</sup> grade students become more aware of themselves and how their decisions affect their future plans.
- To have students increase their awareness of what career resources and information are available through the "Choices Program" and the use of the "O\*Net".
- To have each student become more aware of what careers might be appropriate for him/herself.

## Example of Standards Based Guidance Lessons

**Best Practices in School Counseling**  
**Personal/Social**

**Title:** Labels

**Name:** Paul Curo  
**School:** Saratoga High School

**Grade Level:** 9-12

**Standard:** Personal Social Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.  
**Competency:** PS.A.2 Recognize, accept, respect and appreciate individual differences.

**NYS Learning Standard:** Health, Physical Education, and Family and Consumer Sciences Standard 2: A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**CDOES Standard 10: Universal Foundations Skills:** Students will demonstrate mastery of foundation skills and competencies essential for success in the workplace.

**Resources/materials:**  
1. Magna markers  
2. Paper or index cards

**Evaluation methods:** Counselor will assess students' level of understanding based on postactivity discussion.

**Lesson plan/procedure:**

- Create labels for every student in the room. Labels should be stereotypes like "nerd", "jock", "tomorrow's star", etc.
- As students enter the room, tell them you'd like to try an experiment and that the experiment requires that you tape a label on their back. Students should not try to find out what their label says.
- After everyone is labeled, break the students into dyads.
- Ask the students to begin a 3-5 min discussion referring to their partner as if they were the label on their back.
- Switch to other dyads several times.
- On the last switch, tell students to speak as the label they think is on their back.
- After the final switch, ask if anyone thinks they know what their label is and have students remove their labels.
- Begin an open discussion regarding:

## Example of Standards Based Guidance Lessons- Fairbanks

**PERSONAL/SOCIAL**  
**ASCA Standard 9: Students will understand safety and survival skills.**

<ul style="list-style-type: none"> <li>Learn about the relationship between rules, laws, safety and the protection of rights of the individual.</li> <li>Learn about the differences between appropriate and inappropriate physical contact.</li> <li>Demonstrate the ability to set boundaries, rights and personal privacy.</li> <li>Differentiate between situations requiring peer support and situations requiring adult professional help.</li> <li>Identify resource people in the school and community and know how to seek their help.</li> <li>Apply effective problem solving and decision making skills to make safe and healthy choices.</li> <li>Learn about the emotional and physical dangers of substance use and abuse.</li> <li>Learn coping skills for managing life events.</li> </ul>	<ul style="list-style-type: none"> <li>Bully Prevention Classroom Lessons</li> <li>Classroom Presentations with admin. re: responsibility and rules</li> </ul>	<ul style="list-style-type: none"> <li>Bully Prevention Classroom Lessons</li> <li>Classroom Presentations with admin. re: responsibility and rules</li> </ul>
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## Example of Standards Based Guidance Lessons

### Senior High School Counseling Curriculum

#### Freshman

#### Student Success Skills –Large Group Counseling

The Student Success Skills program was developed and tested by Dr. Brigman, Webb and Campbell, who teach in the Department of Counselor Education at Florida Atlantic University. The SSS model includes a group counseling and a classroom guidance curriculum designed to help students develop critically important cognitive, social and self-management skills.

#### Freshman Review Meetings

The Freshman school counselor will meet individually with each freshman reviewing course selection, grades, graduation requirements and school involvement outside the classroom.

#### CareerZone : Electronic Career and College Portfolio: [www.nycareerzone.org](http://www.nycareerzone.org)

My Career Planning Portfolio is a personal electronic portfolio that students can create on-line in a paper format. In their portfolios they can store Careers and College information of interest, exploration tool responses, personal reflections, plans, and their education and work history. At the end of their junior year they will print off their comprehensive career plan.

#### Freshman Orientation

Incoming Freshman and their parents attend an evening event that is designed to help with the transition from middle to high school. During the orientation parents and students are given the opportunity to learn more about the scheduling process, meet faculty and staff, and hear about available courses and electives.

## Delivery System: System Support

Activities essential to the success of the program

- Professional Development
- Program Promotion
- Consultation with teachers and staff
- Parent & Community Outreach
- Research
- Program Evaluation

## Delivery System: System Support--Fairbanks

### ■ D. System Support

#### Representative Activities

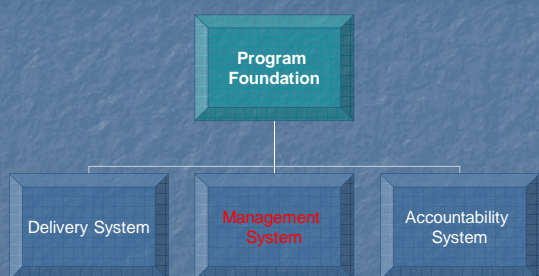
- professional development
- consultation, collaboration, and teaming
- program management and operation
- counselors work with a variety of resources; parents, students, community and business leaders, government officials, and school board members are utilized to provide counseling related services to students.

## Delivery System: System Support

### ■ System Support- High School

- Each High School Counselor is responsible for implementing a strong communication program at their level.
- Each High School Counselor should utilize newsletters and electronic communications to inform the whole school community of the school counseling programing. Inside Track Electronic Newsletter
- Each High School Counselor should utilize the school counseling website to promote their programs. **School Counselors should update their postings on the district website monthly.**
- High School Counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant courses work.
- High School Counselor should join the American School Counselors Association and the New York State School Counselors Association.
- **High School Counselors will submit a MEASURE report on data to evaluate the program and continue updating of program activities. This will be submitted every May of each school year.**

## Model Structure



## Program Management

One of the major issues involved in program management is access for all students.

- Time and Task Analysis
- Actual/Ideal Comparison
- Calendars & Schedules
  - Yearly dept and individual counselor
- Advisory Committee



The New York State Model For Comprehensive K-12 School Counseling Programs

### ACTUAL/IDEAL COMPARISON

After completing the Time and Task Analysis, complete the following chart to compare your use of time to the ASCA recommended base rates. Fill in the final column of the chart to indicate the percentage of time you hope to dedicate to each of the components. Descriptions of the Delivery System Components can be found in Section 5.

ELEMENTARY SCHOOL				
Delivery System Component	ASCA Recommended %	Current % of Time	% of Time You Plan To Spend	
School Counseling Curriculum	35-42			
Individual Planning	5-10			
Responsive Services	30-40			
System Support	10-15			
Non-Counseling Activities	0			

MIDDLE/JUNIOR HIGH SCHOOL				
Delivery System Component	ASCA Recommended %	Current % of Time	% of Time You Plan To Spend	
School Counseling Curriculum	25-35			
Individual Planning	15-25			
Responsive Services	30-40			
System Support	10-15			
Non-Counseling Activities	0			

HIGH SCHOOL				
Delivery System Component	ASCA Recommended %	Current % of Time	% of Time You Plan To Spend	
School Counseling Curriculum	15-25			
Individual Planning	25-35			
Responsive Services	25-35			
System Support	10-15			
Non-Counseling Activities	0			

## Program Management--Fairbanks

### Elementary

- Legend**
- Guidance Curriculum
  - Individual Student Planning
  - Responsive Services
  - System Support



Delivery System Component	Recommended Percentage	
Guidance Curriculum	(35-45%)	35
Individual Student Planning	(5-10%)	10
Responsive Services	(30-40%)	40
System Support	(10-15%)	15
		100

### Middle/Jr. High

- Legend**
- Guidance Curriculum
  - Individual Student Planning
  - Responsive Services
  - System Support



Delivery System Component	Recommended Percentage	
Guidance Curriculum	(25-35%)	30
Individual Student Planning	(15-25%)	20
Responsive Services	(30-40%)	35
System Support	(10-15%)	15
		100

### High School

- Legend**
- Guidance Curriculum
  - Individual Student Planning
  - Responsive Services
  - System Support



Delivery System Component	Recommended Percentage	
Guidance Curriculum	(15-25%)	25
Individual Student Planning	(25-35%)	30
Responsive Services	(25-35%)	25
System Support	(15-20%)	20
		100

## Program Management- Lakeshore

**•Use of Time:** District counselors recognize the value of direct service (contact) with students in addition to indirect service. School counselors time and resources are limited and therefore should be protected. Program delivery and direct counseling services can be increased by reassigning non-counseling activities whenever possible.

**•Use of Calendars:** Monthly calendars will be utilized by counselors to guide program delivery.

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### TIME AND TASK ANALYSIS

A sample instrument is referred to as a means to describe counselor activities. This analysis should be conducted annually for an entire year. Once a Time and Task Analysis is completed, determine the total percentage of time spent in each of the delivery system components.

	CURRICULAR Counselor Activities, Instructional Counselor Development, State Activities, Self Inservice, etc.	INDIVIDUAL PLANNING Counselor Development, State Activities, Self Inservice, etc.	RESPONSIVE SERVICES Counselor Development, State Activities, Self Inservice, etc.	SYSTEM SUPPORT Counselor Development, State Activities, Self Inservice, etc.	NON- COUNSELING ACTIVITIES
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					
3:00					
3:30					
4:00					
4:30					
Evening					
Total					
% of Time					

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## Program Management: Calendars & Schedules

- **Yearly Calendars**
  - Prior to start of school, by grade level...all activities
- **School Counselor Monthly reports**
  - Evaluation of areas of delivery (curriculum, individual planning, responsive services, system support, non-counseling activities)
- **Individual Counselor Planning Calendars**
  - Organizational assistance for counselor (datebook, daily planner, Outlook, etc.)
- **Documentation**
  - Records of lesson plans, logs, meetings, appointments, etc.

## Program Management: Advisory Committee

- Review and comment on the counseling program
- Provide a forum for open dialogue between schools and community
- Provide information on community and parental expectations for the counseling program
- Act as a resource and support for the school counseling program
- The advisory committee should meet at least once a year

### Fairbanks Advisory Committee

**District Wide Counseling Advisory Committee**

An advisory committee is a representative group of persons appointed to both advise and assist the school counseling program within a school district. The FNSBSD Counseling Program Advisory Committee is advisory in nature and will offer suggestions about the counseling program and services, assist with continuous evaluation, revision, and improvement of the program, and express concerns from the community. Advisory council members reflect the community's diversity and include parents or guardians, counselors, business and community members. The council meets twice a year.

### Lakeshore Advisory Council

**Advisory Council:** An advisory council is a group of individuals appointed to review facets of the counseling program and to make recommendations. High school students, parents, teachers, school counselors, administration and community members should be represented on the council.

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**SAMPLE ADVISORY COMMITTEE REPORT**

School: \_\_\_\_\_ Meeting Date: \_\_\_\_\_  
 Person reporting: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Members present

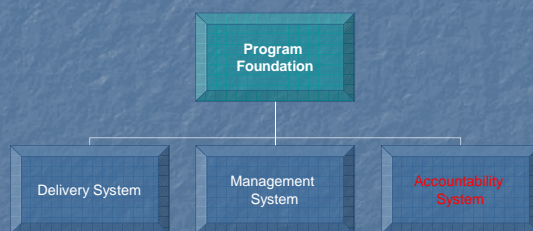
Topic Discussed	
Topic	Action Items/Decisions
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Future Topics

Date of next meeting: \_\_\_\_\_

Adapted from Arizona Comprehensive Consensus Based Guidance Program  
 The New York State School Counselor Association

## Model Structure





## Accountability System: Why Accountability?

- From—
  - What do counselors do?
    - Counting Activities
- To—
  - How are students *different* because of what counselors do?
    - Student Outcomes



## Accountability System: Why Accountability?

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

## Accountability System:

### M.E.A.S.U.R.E

(Stone, C. & Dahir, C., 2007)

- M** Connect to the *M*ission of the school
- E** Identify critical data *E*lements
- A** *A*nalyze critical data elements
- S** Identify *S*takeholders to help
- U** *U*nite to strategize
- R** *R*eanalyze
- E** *E*ducate

### SUPPORT PERSONNEL ACCOUNTABILITY REPORT CARD (SPARC)

School: New Visions High School      Principal: Ms. Bryant      Enrollment: 950 students - urban  
Counseling Department Member(s): Mr. James, Ms. Charles

#### Principal's Comments

"Our counselors worked very hard this year to impact and decrease 9th grade retention rates – over 78% of our freshmen were promoted to 10th grade and only 14 were suspended in the spring semester!"

#### School Improvement Issues

Improve graduation rate  
Critical Data Element(s):  
Improve the 9th grade promotion rate  
Reduce the number of 9th grade suspensions

#### Partnerships

Stakeholder Involvement  
Administrator: Support school counseling program initiatives

Teachers: Developed peer tutoring & mediation programs

Parents: Supported students with homework checks, attended parent/counselor/teacher meetings

Students: Served as mentors to 9th graders; gave testimonials to struggling students.

Business Partners: Supported Freshman Awards Ceremony

#### Results

	2004	2005
1st	65%	62%
2nd	68%	58%
3rd	53%	40%
4th	38%	24%

#### Systemic Changes

1. Collaboration efforts with administrators, teachers and parents changed school climate by moving to a rewards system for courses passed.
2. The counselors initiated data-driven decision making.

#### Faces Behind the Data

All ninth grade students were honored at an Awards Ceremony and received certificates based on grades and courses passed for promotion. Parents were invited to the Ceremony and Business Partners supplied refreshments.

## Accountability--Lakeshore

Lake Shore School Counselors and Administrators are increasingly challenged to demonstrate the effectiveness of the School Counseling Program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use data that links the program to student achievement.

**Results Reports** – These reports include the process, perception and results data to ensure school counseling programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and program. Immediate, intermediate and long-range results are collected and analyzed for the program improvement.

### MEASURE Report

### SPARC

**Program Audit** - The Lake Shore Central School Counseling Department will self-audit their program yearly in June as a guide to evaluate the comprehensive programming.

## Accountability-Fairbanks

Accountability and evaluation of the school counseling program are absolute necessities, and help to answer the question, "How are students different as a result of the school counseling program?"

### Counselor Action Plan

As a first step in determining how students are different as a result of the counseling activities, an action plan is drawn up once a quarter to evaluate one specific counseling activity. A template of the Action Plan is contained in the Appendix. Information contained in the Action Plan should include:

- Grade Level
- Lesson Content
- ASCA Domain and Standard
- Curriculum and Materials
- Start and End Dates
- Number of Students Affected
- Location
- Evaluation and Assessment
- Contact Person

### Assessment Tools

Means of evaluating counseling activities include pre and post tests, attendance rates, retention rates, grades, discipline referrals, and test scores. Other evaluation tools include school climate survey, school report card, student and/or staff surveys.

## IN GOD WE TRUST..... ALL OTHERS BRING DATA

Brad Duggan, President & CEO, National Center for Education Accountability.(2002)

## In Summary....

- NYS Comprehensive Plan
  - Standards Based
  - Gives counseling programs and counselors a focus
  - Synchronous with the school mission
  - Accountable
  - Adaptable to any school or district
  - No cost to implement



## In Summary....

- NYS Comprehensive Plan
  - Start slow
  - Take your time
  - Get others involved
  - Do it one step at a time
  - Start with Mission & mapping
  - Show off your work as you progress



## In Closing...

- Helping students “feel good” is not enough.
- School counselors can “close the gap” and “raise the bar”.
- Change is a long-term process.
- The *NYS Model* will change Counselors’ work in a positive way.



*These are all our children;  
we will benefit by or pay for  
what they become.*

James Baldwin



## Questions

### Contact Information

Robert Rotunda, Ed.D.

Guidance Chair, Stimson MS [brotonda@shufsd.org](mailto:brotonda@shufsd.org)

410 Oakwood Road, Huntington Sta, NY 11746

Adjunct Faculty, NYIT

Immediate Past President- New York State School  
Counselor Association

