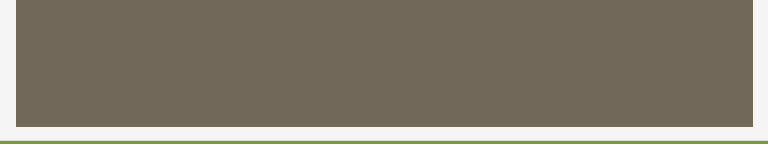


**Guidance Expo
October 21, 2015**

**Carol Dahir Ed.D
Professor
School Counseling Department
NYIT
cdahir@nyit.edu**

How Far Down the
Road Have You
Come?
Implementing a
Comprehensive
School Counseling
Program



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

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.

The times are a “changin” in New York

The **School Counselor Summit** was held in 2014, to address the role of school counselors and our students' college and career readiness.

Sponsored by the NYS Education Department Office of K-16 Initiatives and Access Programs, the Summit was attended by nearly 250 school counselors, counselor educators and administrators from all regions of the State.

On September 16-17, the Board of Regents acted on the past 18 months of research and recommendations.

C. Dahir 10/21/15

Four Lenses for School Counseling Change

- STANDARDS & ACCOUNTABILITY
- CURRICULUM AND INSTRUCTIONAL RESOURCE
- ADMINISTRATIVE AND COMMUNITY SUPPORT
- PROFESSIONAL DEVELOPMENT & RECOMMENDATIONS

Regents Recommendations

September, 2015

- Need for adoption of the comprehensive school counseling program approach including regulatory changes
- Need for more consistent pre-service preparation and renewable certification with professional development requirements
- Need for professional development for current school counselors AND administrators
- Establish direct communication from NYSED to the field with support for comprehensive model implementation

C. Dahir 10/21/15

Proposed

Beginning with the **2017-2018** school year, each school district shall have a comprehensive developmental school counseling program, developed and provided by a certified school counselor, for all students in prekindergarten through grade 12. Each school district shall also ensure that all students in grades prekindergarten through twelve have access to a certified school counselor(s).

Proposed Program Content

- Based on the ASCA National Model
- Standards based
- Annual individual progress review plan
- School counseling core curriculum

Direct Student Services

...which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit any attendance, academic, behavioral or adjustment problems and encouraging parental involvement, provided that such individual or group counseling assistance shall be provided by certified school counselors;

C. Dahir 10/21/15

Indirect Student Services

which may include but need not be limited to, referrals, consultation, collaboration, leadership, advocacy, and teaming.

Other important components

- School counselor and building leader program agreement;
- Annual program outcomes report;
- Advisory council
- Ratios taking into consideration:
- The requirements of delivering a comprehensive program to a particular school or district, including student need and the nature and frequency of related services provided; and
- The extent to which the services require specific targeted program delivery (e.g. direct counseling or support services).

What Does All of This Mean to You?

- Preparation
- Practice
- On going professional development

Let's Look at Comprehensive School Counseling

- Standards-Based (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

How Far Down The Road Are You?

○ Self Study

- Foundation
- Delivery
- Management
- Accountability

ASCA Model

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?

- Transformation of the role of the school counselor
- Framework for alignment with standards
- Development of accountability system
- Developmental K-12 program
 - Ensures access to school counseling for all students
 - Support eliminating learning barriers for achievement of success
 - It's part of our **ETHICAL CODE**
 - **Show effectiveness**

Students Need Answers...

Who am I?

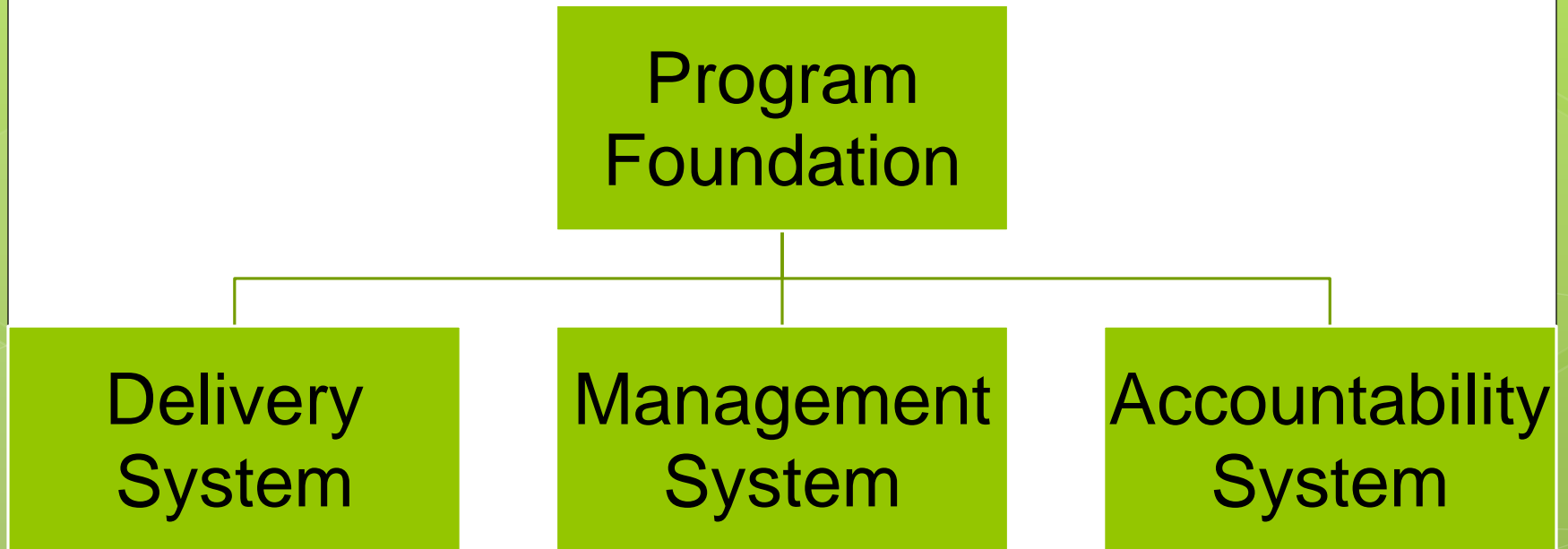
Where am I going?

How do I get there?

ASCA 2012 3rd ed



The Model Has a Structure



The Foundation: ASCA Mindsets and Behaviors

Three Domains: Academic
Career
Social-Emotional

Six Mindset Standards

Twenty-nine Behavior Standards

Thinking Ahead: How will you organize your work?

Mindsets and Behaviors

- ACADEMIC
- CAREER
- SOCIAL - EMOTIONAL

Student Development C. Dahir 10/21/15

Foundation

- Student Access
- Program Focus (Mission, Vision, Goals etc)
- ASCA Mindsets and Behaviors
- Professional Competencies

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

Direct Student Services

Delivery

SC Core
Curriculum

Individual
Student
Planning

Responsive
Services

Delivery System

DELIVERING with INTENTION

Individual Progress Review

Core Instruction

Direct Student Services

Indirect Student Services

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

Management SYSTEM

It's About Organization

- Principal/School Counselor Annual Agreement
- Advisory Council
- Program Data
- Action Plans
- Lesson Plans
- Calendars & Schedules
 - 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
 - The Common Core State Standards
- Provides a Gap Analysis
- **MEASURE can provide information for your APPR**

C. Dahir 10/21/15

MAPPING =s EVIDENCE

ASCA 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
- 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
- SMART GOALS
- MEASURE
- APPR
- Results Reports

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



Effective School Counselors

- contribute to positive academic, attitudinal and social outcomes for students such as regular 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 personal-social development
- contribute to the development of classrooms and schools that value diversity, character, respect, and civic-mindedness.
- 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.

School Counseling

What do you consider good practice?

How will you show your contributions make a difference in student success?

Moving Down the Road....

- How Far Down The Road Are You?
- Your Next Steps?
- Comments
- Thoughts
- Q and A

WEB RESOURCES

- ▣ Education Trust (data slides; Achievement in America power point)

www.edtrust.org

- ▣ 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

- ▣ Engage NY www.engageNY.org

- ▣ Common Core www.CoreStandards.org