

Advocate for comprehensive school counseling

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Concordia University, Irvine

EDSC 511: Introduction to School Counseling

Rebecca Clark

August 10, 2022

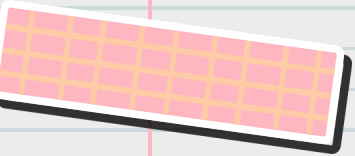
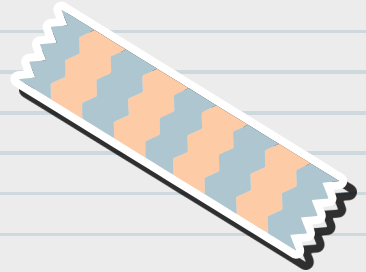
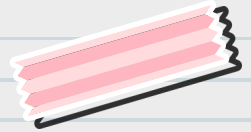
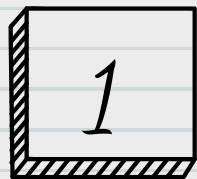
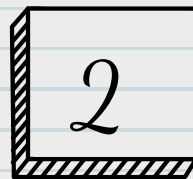


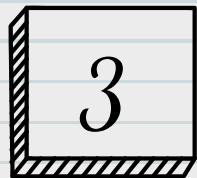
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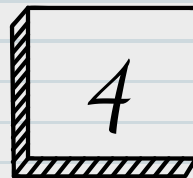
Our Team



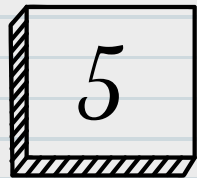
Mission Statement



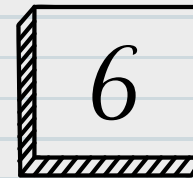
Data



History of School
Counseling



Framework of
School Counseling



Conclusion

Our team



Princess Hasan

Administrator



Savannah Rios

High School Teacher
9th grade English 1
9th grade Intervention
Support



Kathleen Schneider

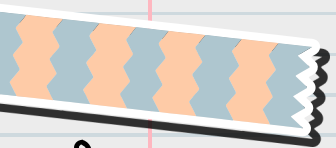
SARB Coordinator, Social
Worker, Substitute Teacher,
Special Education Support

This collaborative group project has been a great experience and important to our learning.

Purpose of Presentation



The purpose of this presentation is to advocate for comprehensive school counseling based on data driven decisions and best practices as described by ASCA. This presentation is aimed at the Principals, Assistant Principals of Counseling and Discipline and the Superintendent of Tustin Unified School District.



° Tustin Unified School District



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The mission of the Tustin Unified School District, a learning community rich in heritage and committed to a tradition of excellence, is to ensure that each student optimizes individual achievement through an educational system characterized by challenging and exciting curricula and inspiring personalized instruction, in partnership with our dynamic and involved communities.



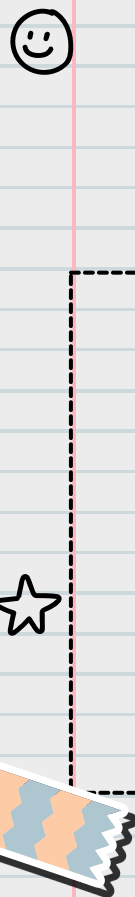
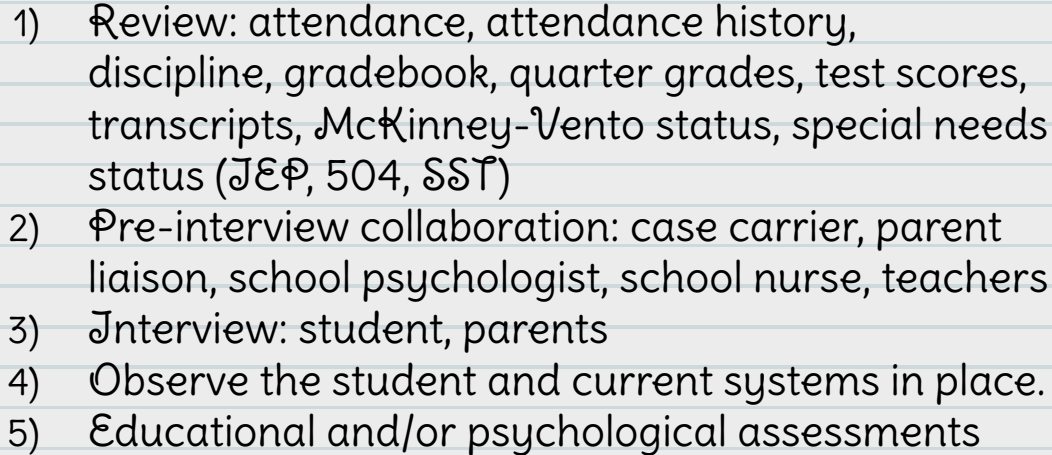
Hicks Canyon Elementary

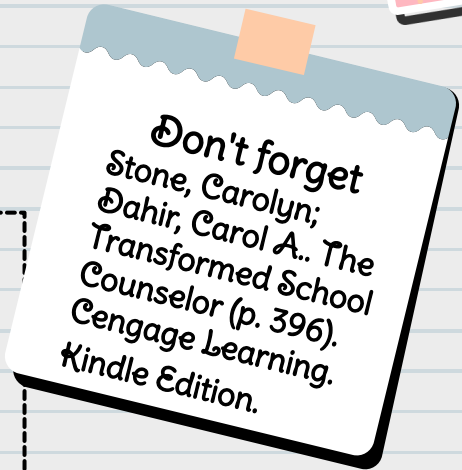
Counseling Mission Statement



The mission of Hicks Canyon Elementary school counseling department is to provide a comprehensive school counseling program that empowers all students to discover their full potential through their growth in academic, personal, and social/emotional domains. In partnership with all stakeholders, the school counselor will encourage all students to become successful lifelong learners and problem solvers.

Data

- 
- 
- 1) Review: attendance, attendance history, discipline, gradebook, quarter grades, test scores, transcripts, McKinney-Vento status, special needs status (JEP, 504, SST)
 - 2) Pre-interview collaboration: case carrier, parent liaison, school psychologist, school nurse, teachers
 - 3) Interview: student, parents
 - 4) Observe the student and current systems in place.
 - 5) Educational and/or psychological assessments



Don't forget
Stone, Carolyn;
Dahir, Carol A.. *The
Transformed School
Counselor* (p. 396).
Cengage Learning.
Kindle Edition.



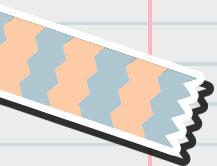
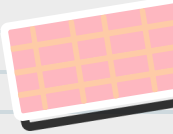
- CLO 1: Understand & articulate the key elements of effective & data driven school counseling programs for students in the Pre-K12 school systems [SCPE 1.1] (GLO: IR, SR; PLO: IID, ADC)

DDD

Data Driven Decisions

Know national trends but look for outliers who deliver Best Practices

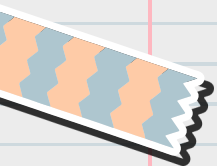
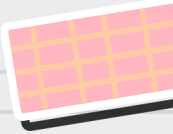
"Clearly Data-Based Decision-Making must address both accountability and continuous improvement objectives but there must be a balance. Teachers worry about the ramifications or the gotchas that data use might have in terms of data use for accountability (Nichols & Berliner, 2007)."



- CLO 1: Understand & articulate the key elements of effective & data driven school counseling programs for students in the Pre-K12 school systems [SCPE 1.1] (GLO: IR, SR; PLO: IID, ADC)

Data Timeline

- Monthly (attendance)
- Quarterly (grades)
 - Semester
 - Year-end



The History of School Counseling

CLO 2: Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs [SCPE 1.2] (GLO: IR, SR; PLO: IID, ADC)

Late 19th century

*Jesse Davis- introduced a guidance program in 1898 (Stone & Dahir, 2016, p. 9).

*Support students so they can develop their character, avoid issues, and make connections between school work and vocational interests

*Vocational counselor

- New intelligence tests
- Vocational aptitude tests

*George-Barden Act of 1946 funded guidance and counseling in schools

Mid-20th Century

*1950- Intelligence Quotient assessment used as data

*Rogsonian Theory was practiced during a heavily stressful time. The Korean War caused mental health concerns for adults and children.

*1950's- American School Counselor Association (ASCA) became a division of the American Personnel and Guidance Association (Stone & Dahir, 2016, p. 10).

Mid-20th Century Continued

*1970's- guidance is seen as a comprehensive program that emphasized guidance as a "structured program with specific student outcomes"(Stone & Dahir, 2016, p.11).

TIMELINE

Early 1900s

Vocational guidance begins in secondary schools as a position without an organizational structure

1920s

School counseling shifts from vocational guidance to counseling for personal adjustment

1930s

The concept of guidance services emerges as part of pupil personnel services

1940s/1950s

Federal legislation in 1946 and 1958 significantly increases school counseling training and the number of positions

1952

American School Counselor Association formed

1960s

School counseling takes root in elementary schools

1960s/1970s

Concept of a program for school counseling begins to take shape

1980s/1990s

The role and functions of school counselors is of concern; many states adopt state models for school counseling programs

2001

Federal legislation acknowledges the terminology switch from guidance counselor to school counselor and the importance of the role of the elementary school counselor

2003

ASCA releases a national school counseling program model, the ASCA National Model, providing consistency to standardize school counseling programs across the country

2003–Present

Many states and districts adopt the ASCA National Model as their model for school counseling programs

2005

ASCA National Model, second edition, adds the theory behind the ASCA National Model

2013

ASCA National Model, third edition, is the first major revision to the ASCA National Model



2019

ASCA National Model, fourth edition, streamlines and clarifies language to reflect the current state of education







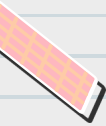


The History of School Counseling



"The Widespread use of the National Standards for School Counseling Programs (ASCA, 1997a), the Education Trust (1997) Transforming School Counseling Initiative, and ultimately the ASCA National Model (2003, 2005, 2012a) defined the vision and goals for the 21st century school counseling programs and placed the school counseling program in critical position to effectively complement academic rigor with affective development" (Stone & Dahir, 2016, p.11).



Major Issues in School Counseling throughout time

- 
- 
- 
1. Lack of basic philosophy
 2. Poor integration
 3. Insufficient student success
 4. Inadequate guidance for some students
 5. Lack of counselor accountability
 6. Failure to use other resources

(Stone & Dahir, 2016, p. 13-14).

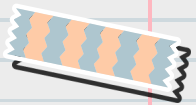
Guidance Counselor VS. School Counselor

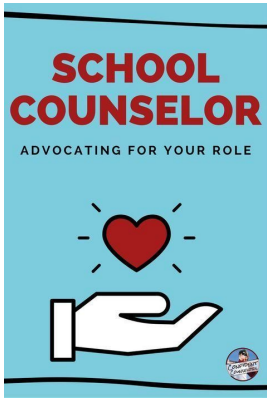


- Reactive
- Services available to some students
- Impact measured via feelings and perceptions
- Important role to school improvement process
- Work in isolation

"The term "information" and "assessment" continue to be a part of guidance and counseling. The placement and follow-up elements have now almost disappeared as an active part of school counseling" (American School Counselor, 2012).

- Proactive/data-driven
- Program for all students
- Impact measured by achievement
- Attendance and behavior data
- Essential role in the school improvement process
- School counselors as school leaders
- Develop, manage and evaluate a comprehensive school counseling program



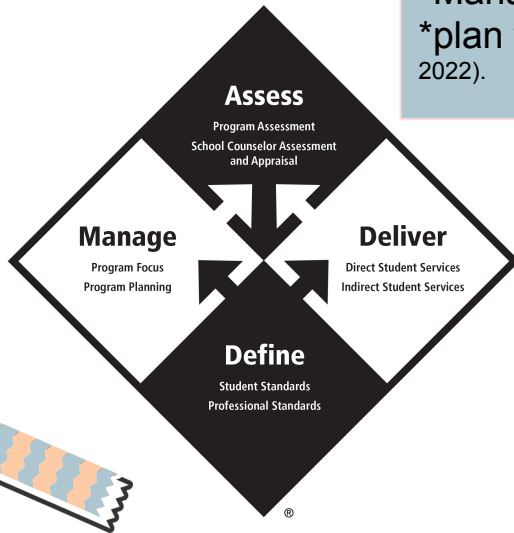


The Role of the School Counselor

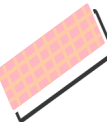
School counselors work to create a future world where all students thrive.

School counselors help all students by the following:

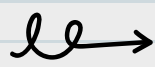
- *Apply academic achievement strategies
- *Manage emotions and apply interpersonal skills
- *plan for postsecondary options (American School Counselor Association, 2022).



School Counselors uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage, assess (American School Counselor Association, 2022).



Benefits of a Comprehensive School



Counseling Program



Students

- Mental health
- Learning barriers
- Academic performance



Staff

- Most in contact
- Manage behavior
- Ensure others are not impacted



Administrators

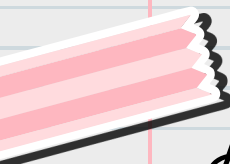
- District goals
- Focus on student achievements
- Promote safe and positive environment



Parents

- Tips and suggestions
- Talking through their needs
- Specific to their child





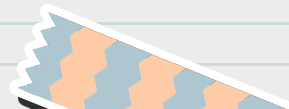
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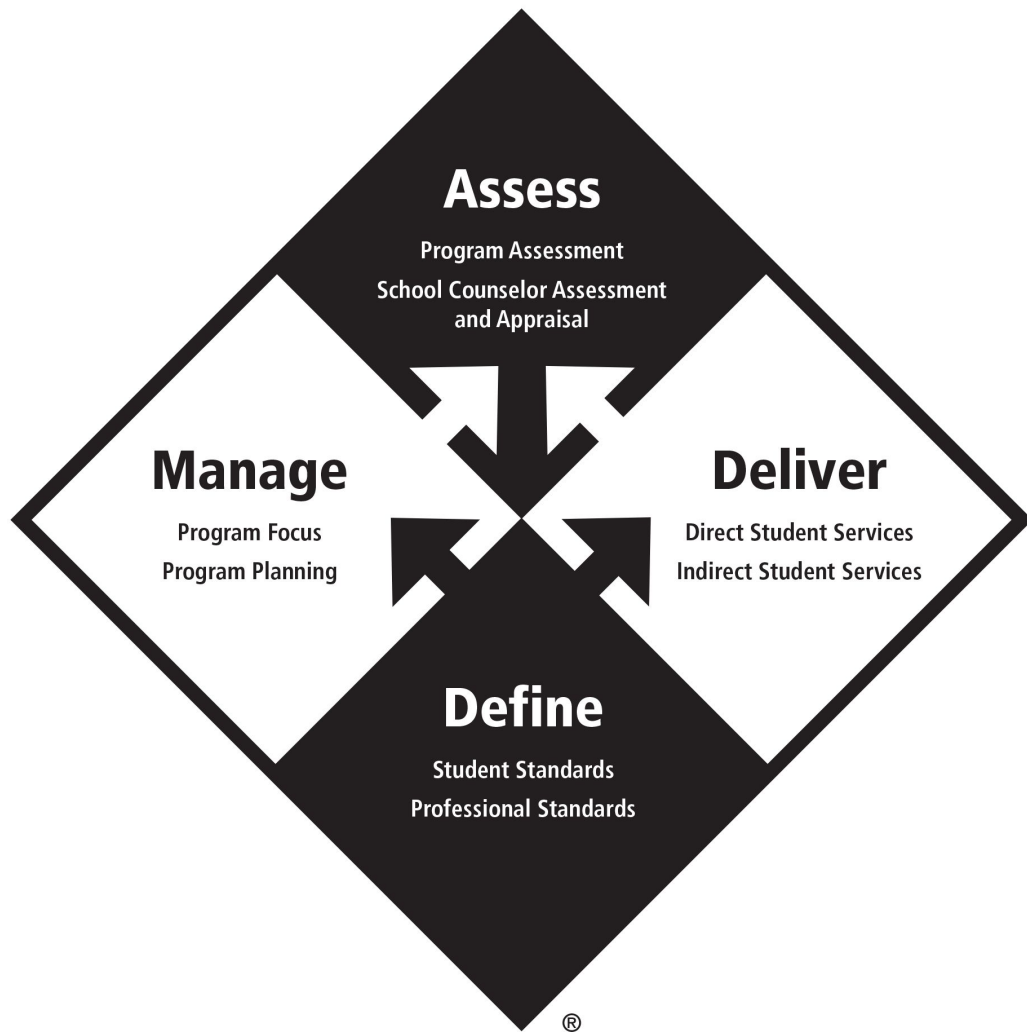
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• A comprehensive school counseling program ↷
helps children develop the knowledge,
attitudes, and skills necessary to become
competent learners. The emphasis is on
meeting children's needs through prevention,
early identification, and intervention.”

😊

-State of Connecticut/State Board of Education, 2008





ASCA National Model



Domains of the ASCA Model



Define

Mindsets & behaviors to implement

- > Student standards
- > Professional standards
- > AKA "foundation system"

Manage

Effective delivery and planning guides

- > Program focus-visions & beliefs
- > Program plan-data & goals
- > Provides results

Deliver

Services that assist in development of student


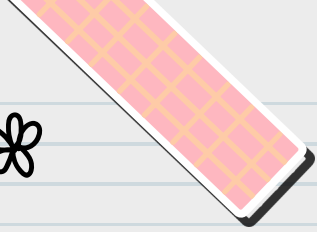
- > Direct
 - planning, responsive, counseling
- > Indirect
 - referrals, consultation, collaboration

Assess

Determine effectiveness of programs

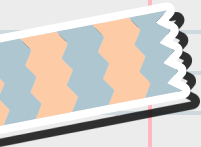
- > Improvements
- > Annual results
- > Reflection



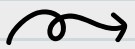


Mindsets & Behaviors for Student Success

Academic Development




School counselors implement methods & activities to guide and manage students strength to learn



Career Development


School counselors help students:

- understand link within school & work
- plan a successful development for school and/or work



Social & Emotional Development

School counselors encourage students by helping operate behavior & emotions to implement interpersonal skills into their daily lives





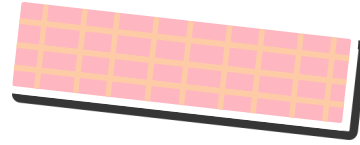
AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level in which you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

	Grade Level/Delivery		
	Academic	Career	Social/ Emotional
	Indicate grade level presented under category		
Mindsets			
M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being			
M 2: Self-confidence in ability to succeed			
M 3: Sense of belonging in the school environment			
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success			
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes			
M 6: Positive attitude toward work and learning			
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions			
B-LS 2: Demonstrate creativity			
B-LS 3: Use time-management, organizational and study skills			
B-LS 4: Apply self-motivation and self-direction to learning			
B-LS 5: Apply media and technology skills			
B-LS 6: Set high standards of quality			
B-LS 7: Identify long- and short-term academic, career and social/emotional goals			
B-LS 8: Actively engage in challenging coursework			
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions			
B-LS 10: Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility			
B-SMS 2: Demonstrate self-discipline and self-control			
B-SMS 3: Demonstrate ability to work independently			
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards			
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals			
B-SMS 6: Demonstrate ability to overcome barriers to learning			
B-SMS 7: Demonstrate effective coping skills when faced with a problem			
B-SMS 8: Demonstrate the ability to balance school, home and community activities			
B-SMS 9: Demonstrate personal safety skills			
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills			
B-SS 2: Create positive and supportive relationships with other students			
B-SS 3: Create relationships with adults that support success			
B-SS 4: Demonstrate empathy			
B-SS 5: Demonstrate ethical decision-making and social responsibility			
B-SS 6: Use effective collaboration and cooperation skills			
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams			
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary			
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment			

References



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