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

Eighth Annual Guidance Counselors’ Conference
UFT Headquarters
Robert Rotunda, Ed.D.,
NYSSCA Past President, Guidance Chair,
Stimson MS (ret), NYIT Adjunct Faculty
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Materials for this presentation are from the NYS Model for Comprehensive K-12 School Counseling Programs.
Purchase a hard copy or NYSSCA members can download a copy at
WWW.NYSSCA.ORG

WWW.NYSSCA.ORG
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

<table>
<thead>
<tr>
<th>The Practice of the Traditional School Counselor</th>
<th>The Practice of the Transformed School Counselor</th>
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<tr>
<td>Counseling Consultation Coordination</td>
<td>Counseling Coordination Consultation Advocacy</td>
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<td>Teamwork and Collaboration</td>
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<td>Data-driven and Results-based Use of Technology</td>
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<td>Service-driven model</td>
<td>Data-driven and standards-based model</td>
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SCHOOL COUNSELING IN NEW YORK STATE

- Mental Health Providers: Academic/Student Achievement Focus
- Individual Student Concerns: White School & System Concerns
- Clinical Model Focus on Student Deficits: Academic Focus Building on Student Strengths
- Service Provider, 1-1 and Small Group: Leader, Partner, Program Developer
- Primary Focus on Personal/Social Learning: Facilitate Academic Counseling & Accommodating Individual 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, parents, ed. professionals, community agencies
-little or no accountability
-accountable for student success, use of data, planning and preparation
-'broker of services for parents and students from community resources, agencies, as well as the school system
-post-secondary planners

PERCEPTION AND REALITY

Perception—Many Schools & Districts
-qualified & certified school counselors
-have a cohesive counseling program and calendar
-counseling staff is on task and aware of counseling program

Reality—Many Schools & Districts
-written program is outdated and inaccurate
-program is not written down
-isn’t always consistent between and among counselors
-counselors don’t have a strong awareness of state/national standards and comprehensive programs

NYS Guidance Plans-Pt 100

(ii) 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

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.
  - Serve the social and emotional needs of students 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 ongoing 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, productive, 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:

- 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.
- 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.
- 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.
- Be guided by the professional school counseling ethics as advocated by the American School Counselor Association.
- Be comprised of professional school counselors as determined by the American School Counselor Association.
- Be supported 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)**
  - Promotes high standards for all students
  - Regulates AIS services
    - Counselors can provide study skills, career choices, college readiness - addressing 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

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Program Foundation - Educational Regulations

- **The NYS Children’s Mental Health Plan**
- **Social-Emotional Learning Development Competencies**
  - Having awareness of self and others
  - Understanding that individual actions affect the emotions of others
  - Managing emotions/behaviors
  - Managing emotional reactions, having command of impulsive, being able to manage anger in positive way
  - Being able to motivate oneself
  - Setting personal and other goals, having the ability to persist when confronted with obstacles
  - Being responsible
  - Having the ability to get involved and appreciate another person’s position, seeking the win-win from conflict
  - Being able to manage relationships effectively
  - Seeking and learning from feedback;承担 and work with others, and handle and resolve disagreements

Golman (1995)

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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
Model Structure

Program Foundation

Delivery System
Management System
Accountability System

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 academic, 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.

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**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.

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**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

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 activities 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 Click on Publications.
Delivery System:
School Counseling Curriculum--
Lakeshore

- **Classroom activities:** School Counselors present lessons 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. It is 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

- Archeology Project
- Previous Guidance Plans
- Calendars
- Lists of Activities
- EVERY activity accomplished by counselors
- Mapping to NYSSCA/ASCA Standards
- Also, NYS Learning Standards
- Gap Analysis

Program Mapping

Program Mapping

Program Mapping
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.

Student Competencies

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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<tbody>
<tr>
<td>x</td>
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<td>x</td>
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<td>Learn about the variety of traditional and nontraditional occupations (Gr. 1)</td>
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<tr>
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<tr>
<td>Learn to set goals (Gr. 3)</td>
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<tr>
<td>Learn how to work cooperatively (Gr. 3)</td>
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Program Mapping - Fairbanks

Program Mapping - Lakeshore

Example of Standards Based Guidance Lessons

For an Example of Standards Based Guidance Lessons,

Example:

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.

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Program Mapping - Fairbanks

Program Mapping - Lakeshore

Example of Standards Based Guidance Lessons

For an Example of Standards Based Guidance Lessons,

Example:
Example of Standards Based Guidance Lessons

**ASCA Standard 9:** Personal/Social

**Fairbanks**

<table>
<thead>
<tr>
<th>Student Competencies</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tbody>
<tr>
<td>Understand the relationship between rules, laws, safety and the protection of rights of the individual</td>
<td>x</td>
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<tr>
<td>Learn about the differences between appropriate and inappropriate physical contact</td>
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<tr>
<td>Demonstrate the ability to set boundaries, rights and personal privacy</td>
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<tr>
<td>Differentiate between situations requiring peer support and situations requiring adult professional help</td>
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<tr>
<td>Identify resource people in the school and community and know how to seek their help</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Apply effective problem solving and decision making skills to make safe and healthy choices</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Learn about the emotional and physical dangers of substance use and abuse</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Learn coping skills for managing life events</td>
<td>x</td>
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</tbody>
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**Senior High School Counseling Curriculum**

**Senior High School Counseling Curriculum - Large Group Counseling**

The high school counselor shall individually and collectively select, use and evaluate curriculum resources for guidance instruction, large group counseling and small group counseling activities. The high school counselor will use a curriculum that is adequately resourced for the high school counselor to teach students competencies related to social, emotional, cultural, academic, personal and civic issues.

**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**

My Career Planning Portfolio is a personal electronic portfolio that students can create on-line in a paper format. In this portfolio, students can include Career and College information of interest, responses to exploration tools, 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**

The Freshman orientation is an event during which students attend an event in small groups. During the orientation parents and students attend an event that is designed to help with the transition from middle to high school. During the orientation parents and students attend an event that is designed to help with the transition from middle to high school. During the orientation parents and students attend an event that is designed to help with the transition from middle to high school. During the orientation parents and students attend an event that is designed to help with the transition from middle to high school.
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--High School
- **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 school community of the school counseling program. Inside Track: Electronic Newsletter
  - Each High School Counselor should utilize the school counseling website to promote their program. 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.
  - High School Counselors 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.
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
Program Management—Fairbanks

Elementary

Program Management—Lakeshore

Middle/Jr. High

High School

Legend

Guidance Curriculum

Individual Student Planning

Responsive Services

System Support

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.

Program Management—Lakeshore

Use of Time:

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.
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.
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.

Model Structure

Program Foundation

Delivery System  Management System  Accountability System
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 Mission of the school
- E: Identify critical data elements
- A: Analyze critical data elements
- S: Identify stakeholders to help
- U: Unite to strategize
- R: Reanalyze
- E: Educate
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, “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.

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.

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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

Materials for this presentation are from the *NYS Model for Comprehensive K-12 School Counseling Programs.*

Members can download a copy at [www.nyssca.org](http://www.nyssca.org)
Questions

Contact Information
Robert Rotunda, Ed.D.
Guidance Chair, Stimson MS (ret)
Adjunct Faculty, NYIT
Immediate Past President - New York State School Counselor Association
brotunda@optonline.net