



School Counselor Summit 2014

Desmond Hotel, Albany, NY

April 7-8, 2014



The logo features a stylized blue figure with arms and legs outstretched, resembling a person or a star. To the right of the figure, the word "School" is written in a black, sans-serif font, followed by "Counselor" in a larger, black, serif font. Below "Counselor", the word "SUMMIT" is written in a smaller, black, sans-serif font, and "2014" is written below that in a similar font. A series of five colored dots (red, yellow, green, blue, purple) are arranged in a slight arc above the end of the word "Counselor".

School Counselor SUMMIT 2014





Lenses addressed by panelists:

- 1. Standards and Accountability**
- 2. Administrative and Community Support**
- 3. Curriculum and Instructional Resources**
- 4. Professional Development**

Jennifer Duffy, School Counselor, Beekmantown HS



SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

Goal _____

Lessons and Activities Related to Goal:

Grade Level	Lesson Topic	Lesson Will Be Presented In Which Class/ Subject	ASCA Domain, Standard and Competency	Curriculum and Materials	Project Start/End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Comments

- Lesson topic
- ASCA Domain, Standard and Competency
- Process data
- Perception data
- Outcome data





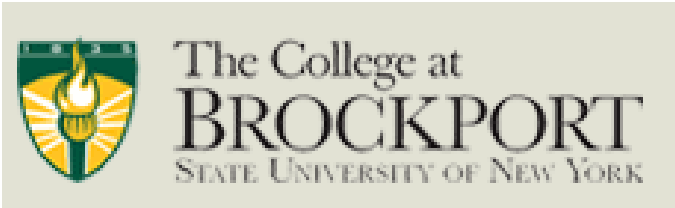
Dr. Lesli C. Myers

Administration





The College of Saint Rose





Sue Reynolds
State Specialist (Indiana DOE)

The Indiana Story

State Level Support
for
School Counseling





Lois Herrera, Deputy CEO for Youth Development & Support Services, NYCDOE

DANIELSON FRAMEWORK

COMMON THEMES

- Equity
- Cultural sensitivity
- High expectations
- Developmental appropriateness
- Accommodating individual needs
- Appropriate use of technology
- Student assumption of responsibility

How are these relevant to school counseling?

Source: Adapted from Slide 9- Charlotte Danielson PPT, *The Contribution of the Framework for Teaching to New York City's Instructional Vision*, Retrieved Sept 12, 2011 from New York City Department of Education Website: <http://schools.nyc.gov/default.htm>



Lois Herrera, NYC DOE, Deputy CEO for Youth Development and Support Services



4

Dexter
Assistant
Manager
Sales &
Marketing

1. What should be the role of the school counselor and school counselor programs K-12 in NYS?

Develop/Implement Comprehensive S.C. Program, Delivering Academic, Career, ~~College~~ College, Personal/Social COMPETENCIES to every student.

Counsel, coordinate, Consulting

TEAMING & Collaboration, Advocacy, Competent Counseling & coordination, & use of TECHNOLOGY, LEADERSHIP, EQUITY MENT IN USE OF DATA. (TACKLE)

PERSONS IN CLASSROOM

INDIVIDUAL/Group Counseling
TRAINING FOR EVERY STUDENT

1.) ● obtain continual P.D. to grow toward professional goals

● Provide leadership school, district, State^{wide} (even nationwide)

● Develop initiatives based on NE

● Create a positive school environment and culture (safe)

● Develop CAREER readiness (not college-readiness)

↳ Teach "soft skills" for 21st Century working

● Liason for outside (and school based) resources

● Involvement in special education and 504 process

● collaboration with colleges where s.c. being educated



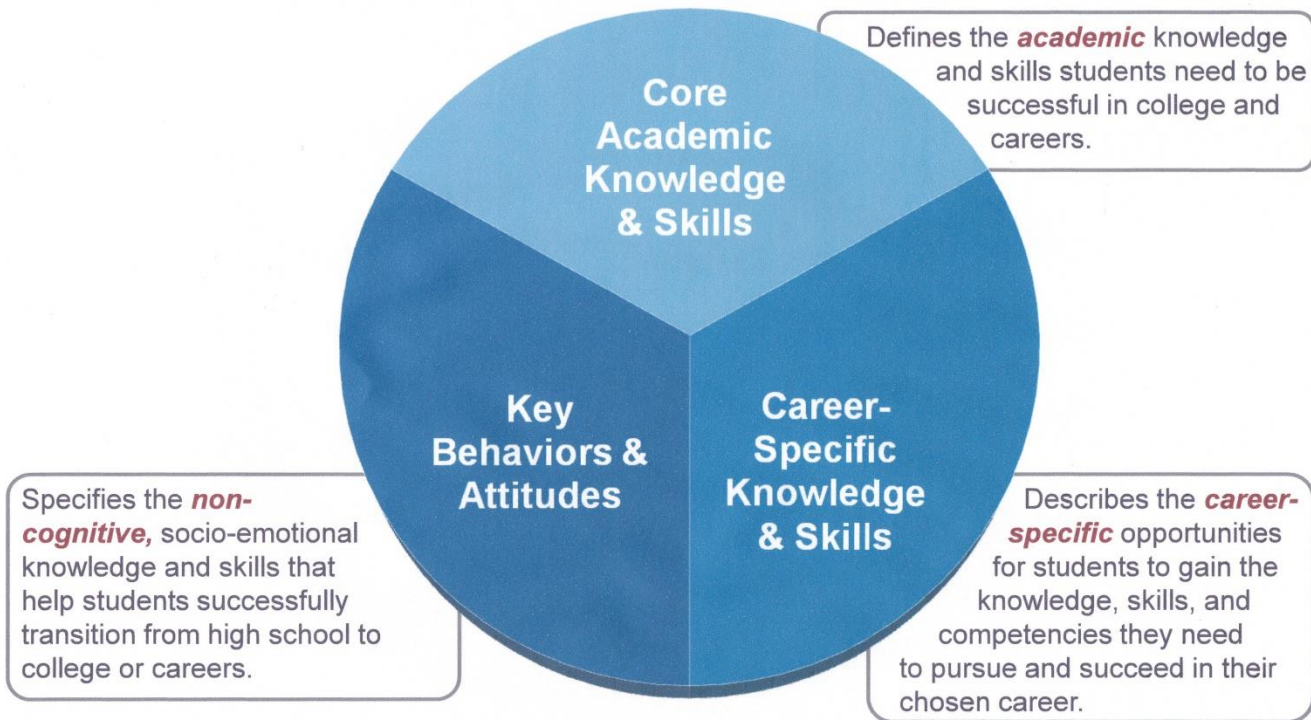


Recommendations recurring throughout the four lenses:

1. Comprehensive school counseling program

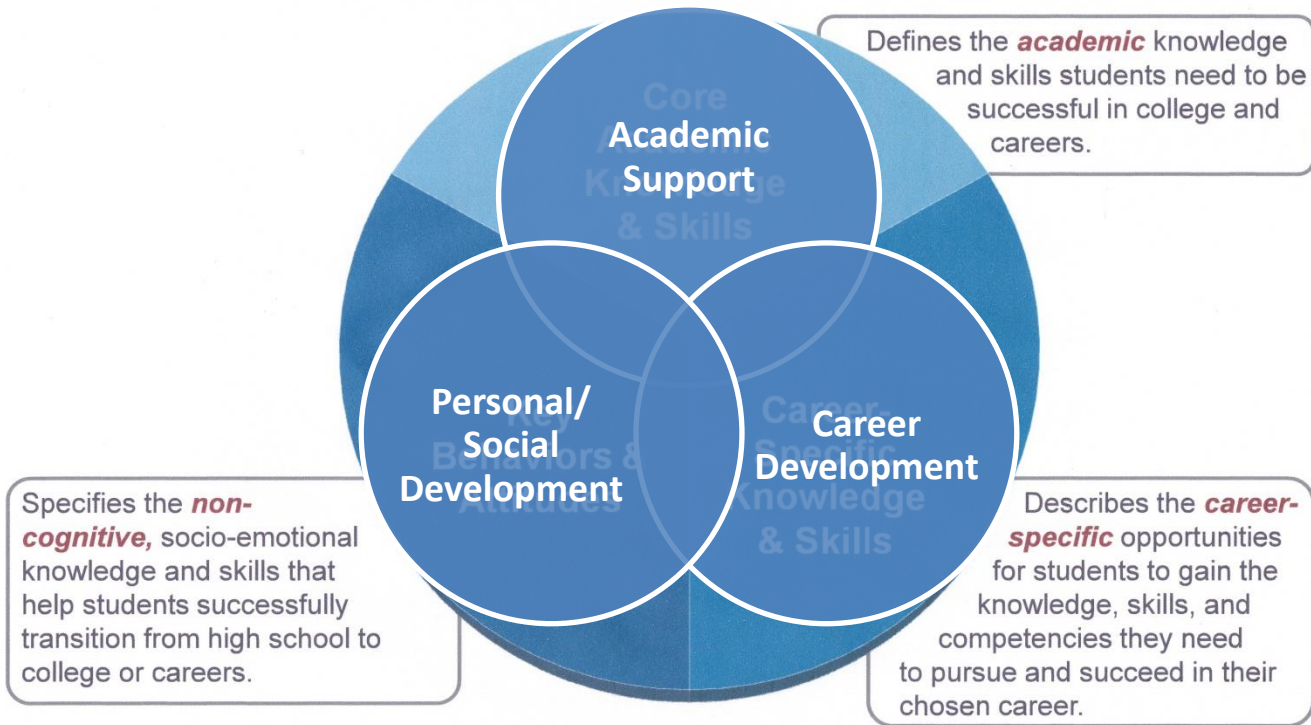
From Ken Slentz May 2014 Presentation “Pathways to Graduation”

Readiness is more than an Academic Pursuit



The Three Domains of School Counseling Programs

Readiness is more than an Academic Pursuit



from the
**ASCA
National
Model**
(2012)





Each school district shall have a guidance program for all students.

Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this regulation.

Grades K-6 - the program shall be designed in coordination with teaching staff to:

- Prepare students to participate effectively in their current and future educational programs;
- Help students who exhibit problems: attendance, academic, behavioral or adjustment;
- Educate students concerning avoidance of child sexual abuse;
- Encourage parental involvement.

Grades 7-12 - the program shall include the following activities and services:

- **An annual review** of each student's educational progress and career plans conducted individually or in small groups conducted by a certified school counselor;
- **Instruction at each grade level** on careers and career planning skills (can be done w/teachers);
- **Other advisory and individual or group counseling** to enable students to benefit from the curriculum, develop and implement postsecondary plans, help students who exhibit any attendance, academic, behavioral or adjustment problems, to encourage parental involvement.

adapted from NYSED Commissioner's Regulations Part 100.2(j)

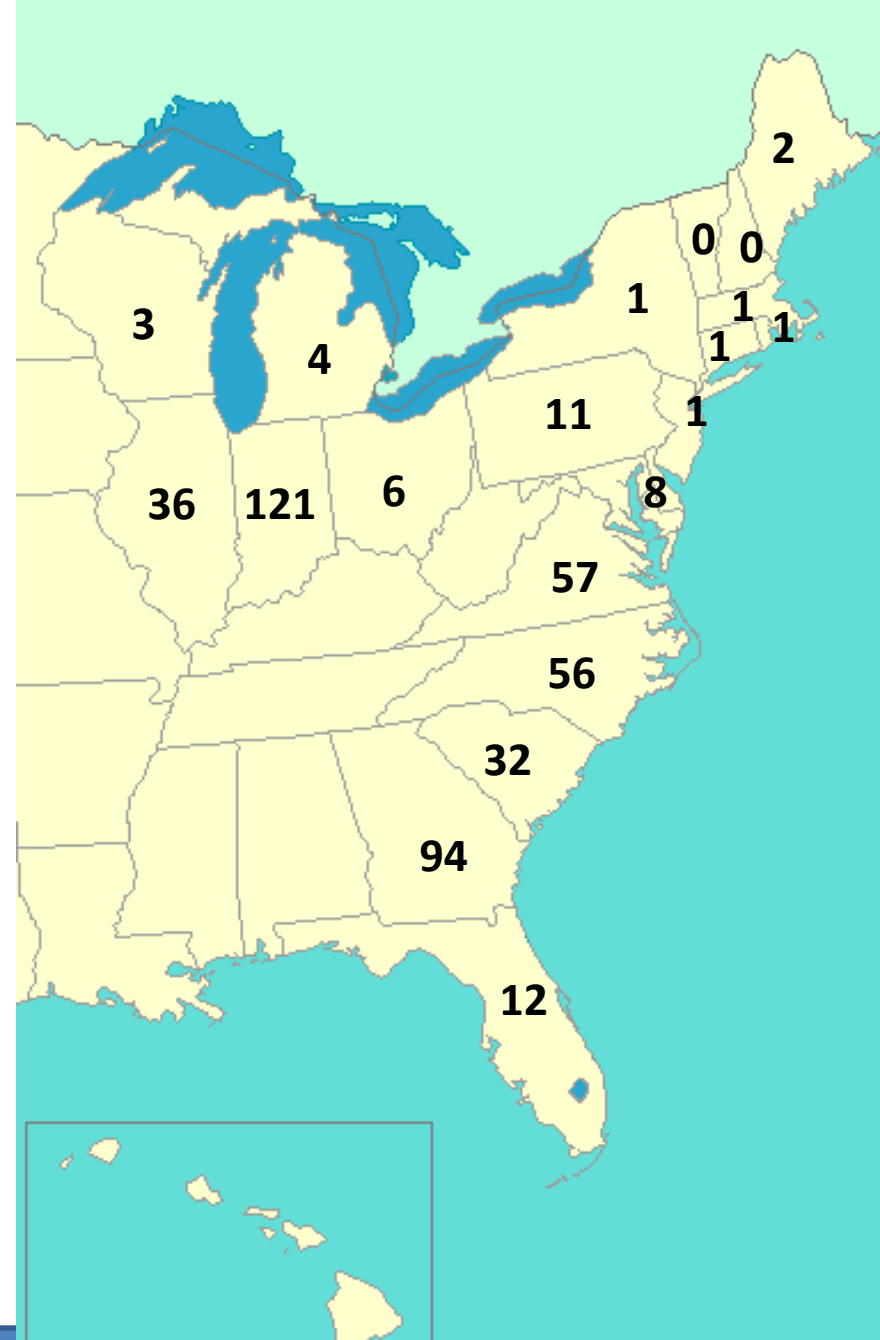
RAMP

Recognized

ASCA

Model

Program





Comprehensive School Counseling Programs: In Some Schools for Some Students But Not in All Schools for All Students *Lapan 2012*

Comprehensive School Counseling Programs and Student Achievement Outcomes: A Comparative Analysis of RAMP Versus Non-RAMP Schools *Wilkerson 2013*

Comprehensive School Counseling in Rhode Island: Access to services and student outcomes *Dimmit & Wilkerson 2012*

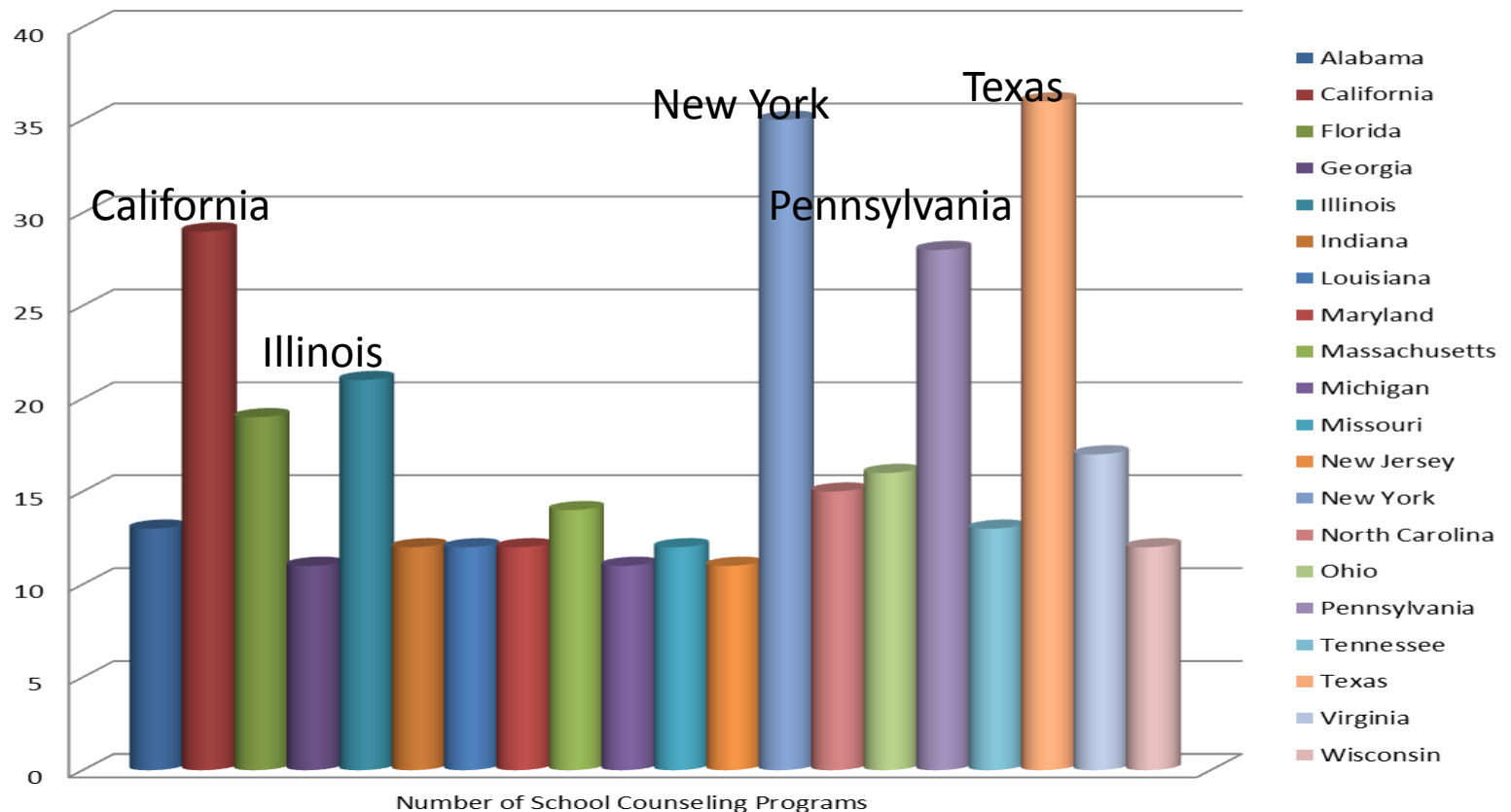
School Counseling and Student Outcomes: Summary of six statewide studies *Carey & Dimmitt 2012*



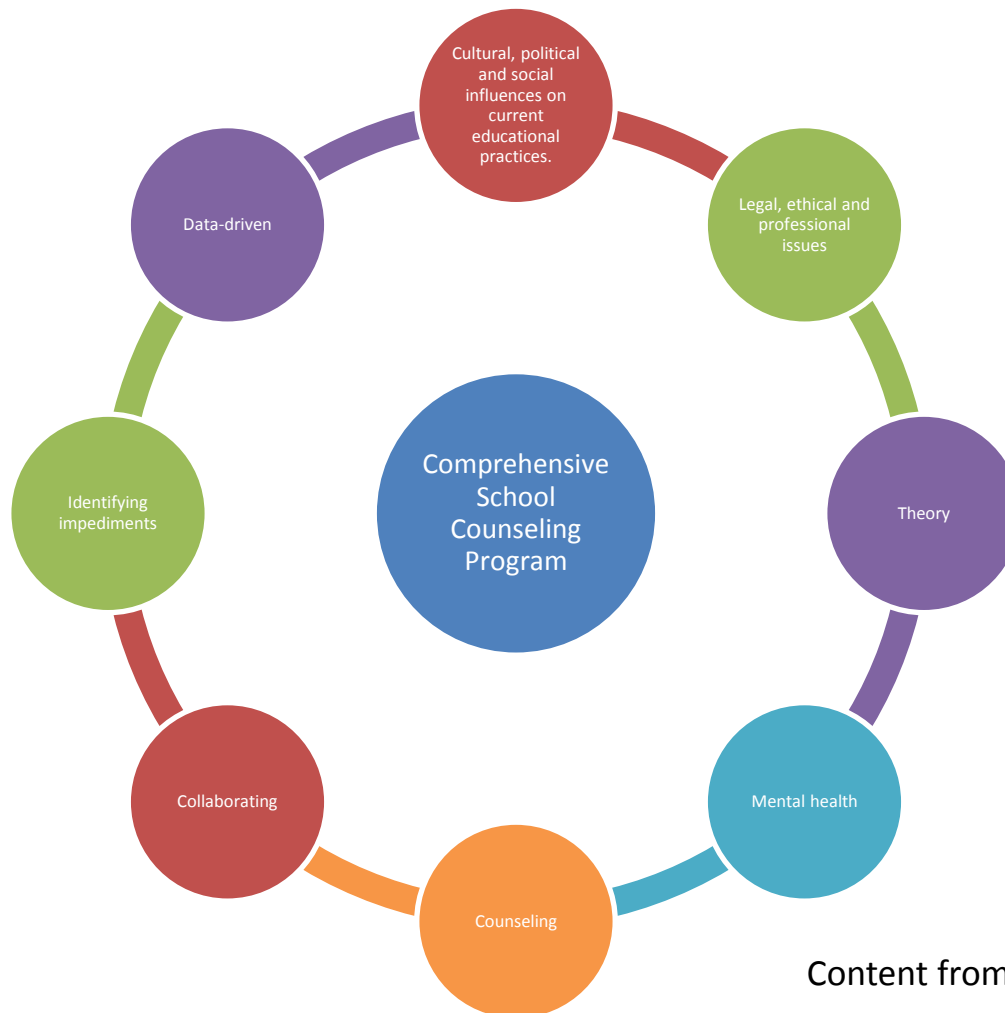
Recommendations recurring throughout the four lenses:

- 1. Comprehensive school counseling program**
- 2. Consistent pre-service preparation & certification**

Number of School Counseling Programs in the United States



According to the American School Counselor Association (2012)....





Common Training Components

Core Curriculum



Common Curricular Experiences

Professional Orientation and Ethical Practice

Foundations

Social and Diversity/
Diversity and Advocacy

Human Growth and Development

Helping Relationships

Career Development

Leadership

Group Work

Assessment

Collaboration and Consultation

Research and Program Evaluation

Counseling, Prevention, Intervention

Academic Development

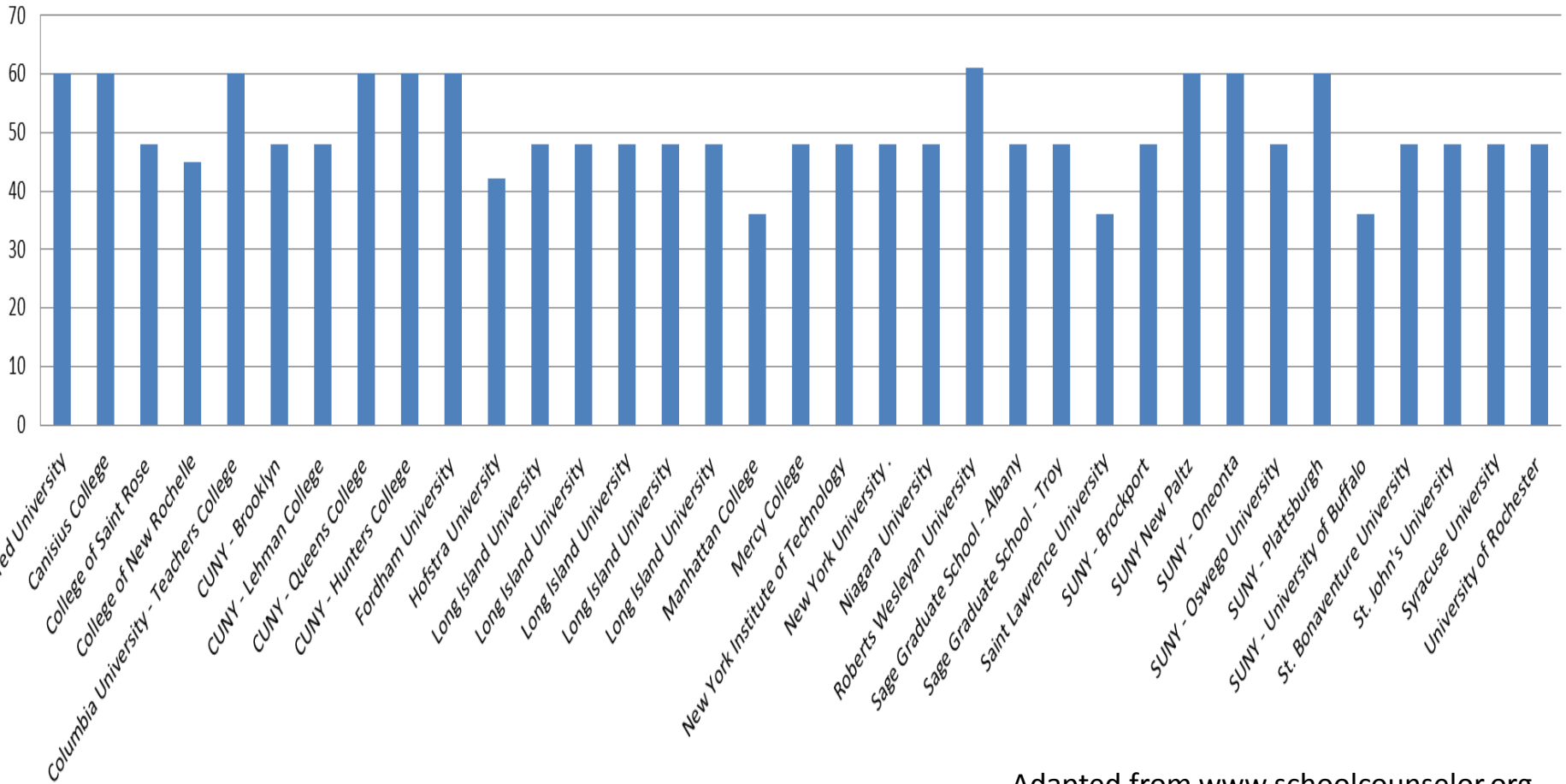
Practicum

Internship



Provide consistency among counselor education programs by requiring for provisional certification: a minimum 48 graduate credit hours

Credit Hours



NYACES Survey (2014)

Answer Options	Standalone Course	Covered in Multiple Courses	Not Offered
Counseling Theory and Practice	23	7	0
Counseling Techniques	18	9	0
Group Counseling and Practice	23	3	0
Career Development/Guidance/Vocational	24	2	0
Professional Identity	9	17	0
Legal and Ethics	7	18	0
Multicultural Counseling/Diversity	19	9	0
Human Growth and Development	20	7	0
Systems	7	17	0
Consultation	9	14	0
Assessment	21	5	0
Research	21	5	2
Program Evaluation	12	9	3



Common Training Components

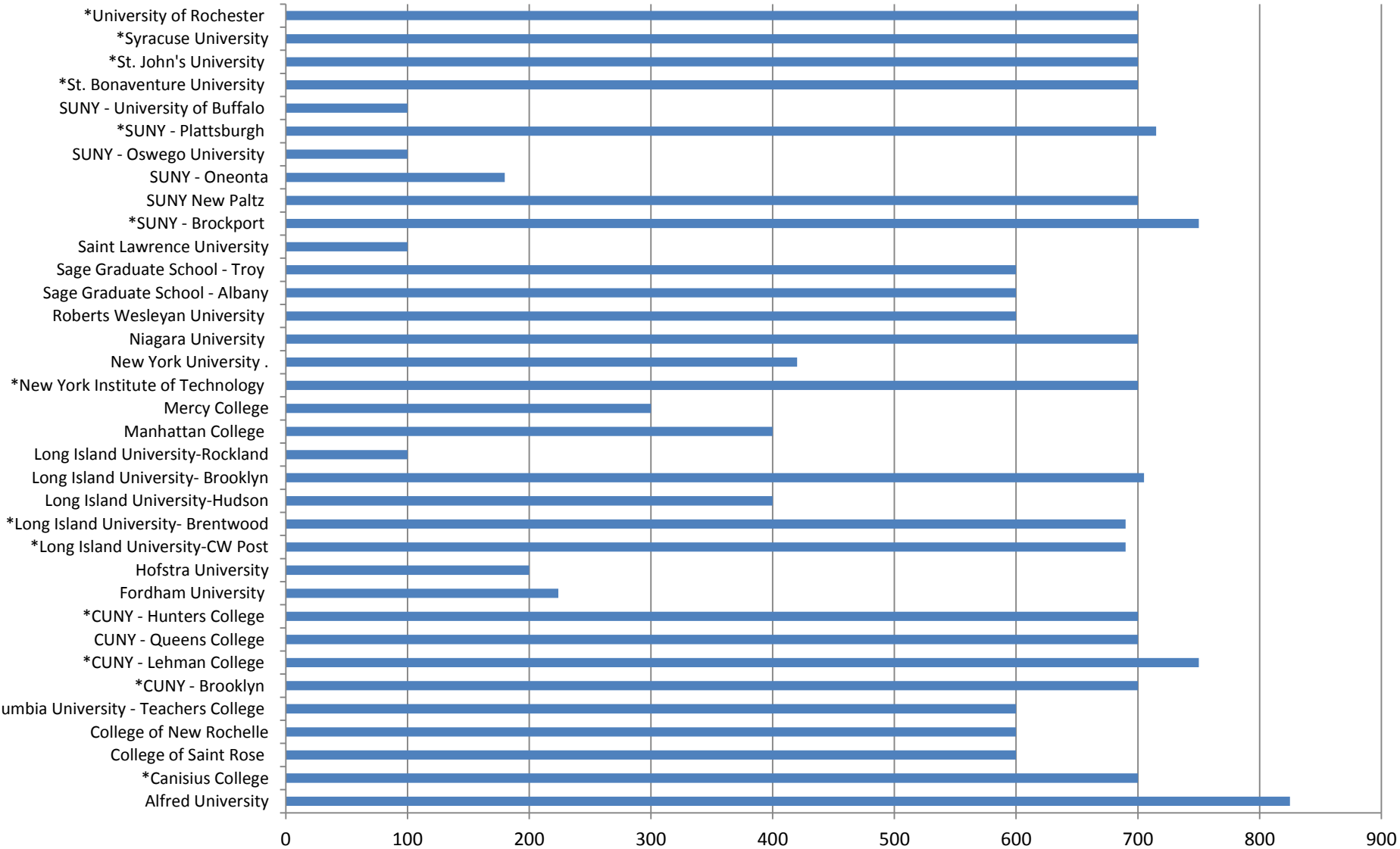
Core Curriculum



Field Experience



Provide consistency among counselor education programs by requiring for provisional certification 100-hour practicum in a P-12 school setting, and 600-hour internship in a P-12 setting supervised by a certified school counselor
(Data gathered from individual counselor education program websites 2013)





CACREP Accredited Programs

Lehman College
(CUNY)

Canisius College

Hunter College
CUNY

Brooklyn College
CUNY

New York Institute of
Technology

St. Bonaventure
University

Long Island
University
Post/Brentwood

Syracuse
University

St. John's
University

The College at
Brockport, State
University of New
York

State University of
New York College
at Plattsburgh

University of
Rochester



Incorporate training on: developing, managing, delivering, and evaluating a comprehensive school counseling program; school counseling core curriculum; data collection and analysis; mental health; substance use and abuse; domestic violence; special education; cultural and linguistic diversity; closing achievement and opportunity gaps; technology

School Counseling

CACREP

60 Credits

4 Specific Counseling Courses



Common Training Components

Core Curriculum



Certification Requirements



Field Experience



Current State of School Counselor Preparation in New York State

Certification requirements:

Provisional certification: (5 year renewable)

Option 1: Completion of NY registered school counseling program

Option 2: Bachelors AND 30 credit hours of approved graduate study in school counseling

Option 3: Certified in school counseling by the National Board for Professional Teaching Standards (NBPTS)

Permanent certification: (lifetime)

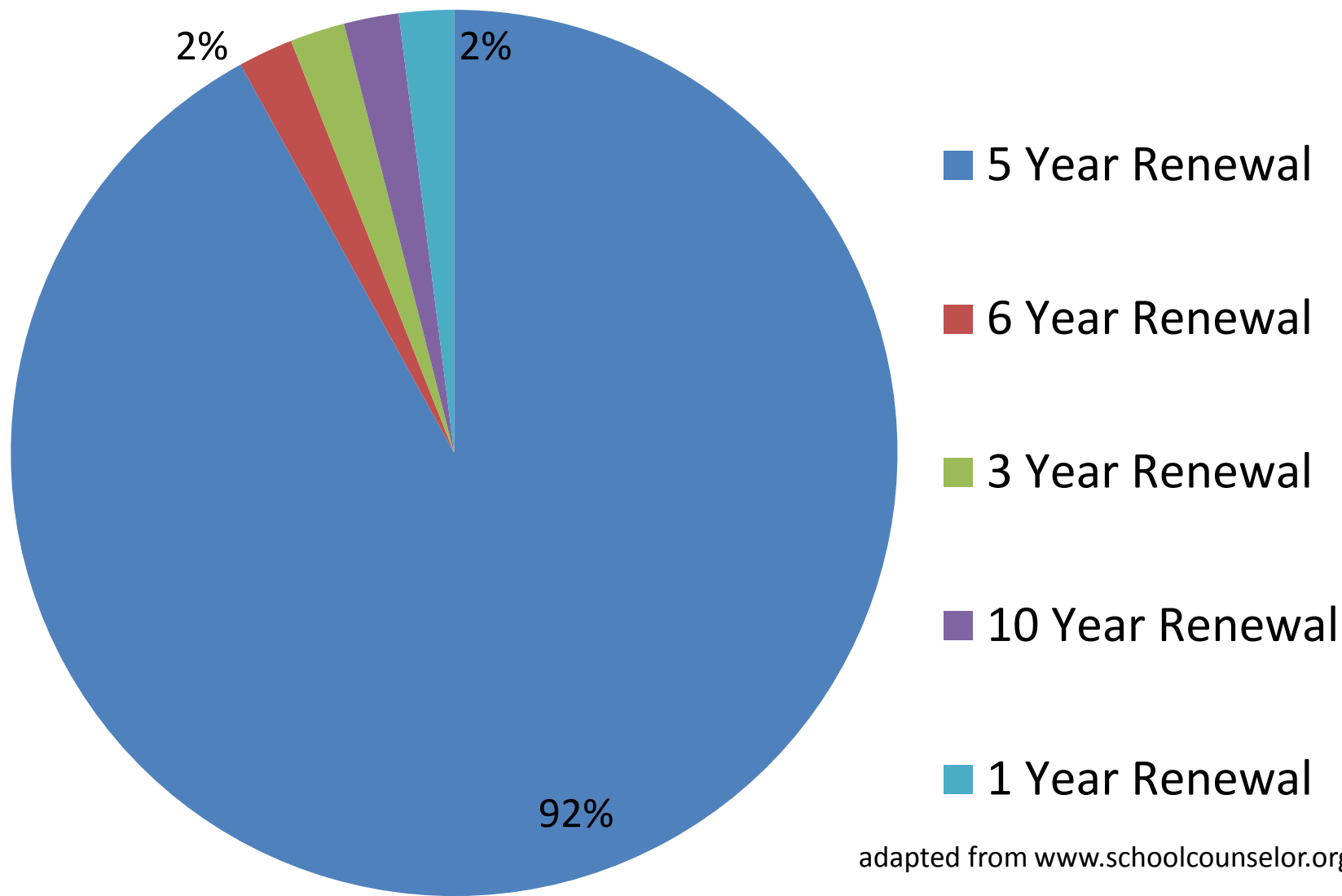
30 graduate semester hours in school counseling which include a Masters; plus 2 years school experience in pupil personnel services.

Establish a renewable school counselor certification of up to five years including 175 hours of required professional development



Data from: *A Guide to State Laws and Regulations on Professional School Counseling*, March 2012, American Counseling Association www.counseling.org

Renewal Requirement Limits





Recommendations recurring throughout the four lenses:

- 1. Comprehensive school counseling program**
- 2. Consistent pre-service preparation & certification**
- 3. Professional development for re-training**



Provide opportunities for collaboration between school counseling and school building and district leader candidates as part of their preparation programs.

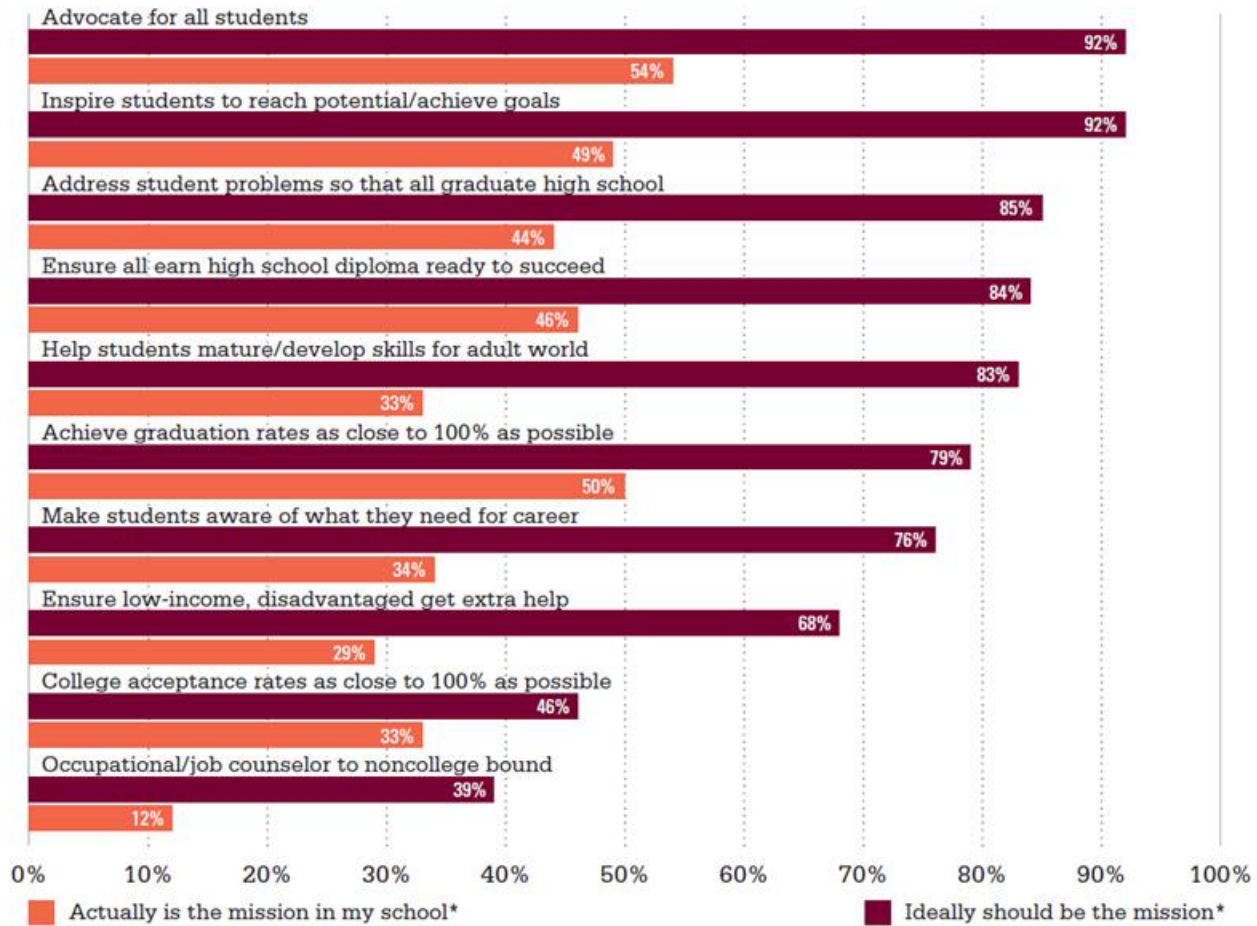
Table 1. Appropriate and Inappropriate School Counselors Functions

Appropriate Function	Inappropriate Function
Individual counseling – 10 hours/week	Individual counseling – 4 hours/week
Small-group counseling – 6 hours/week	Consultation – 3.5 hours/week
Large-group guidance – 6 hours/week	Testing program – 7.5 hours/week
Student Appraisal – 4 hours/week	Attendance duties – 5 hours/week
Peer-helper program – 2 hours/week	Bus/lunch duties – 4 hours/week
Outreach activities – 4 hours/week	Discipline – 2 hours/week
Consultation – 2 hours/week	Scheduling – 5 hours/week
Parent outreach – 1 hour/week	Miscellaneous – 4 hours/week
Member of local, state, and national school counseling organization	Member of local education association



Provide opportunities for collaboration between school counseling and school building and district leader candidates as part of their preparation programs.

Figure 2: What is the mission of school counselors, both ideally and in reality in the school in which you work?

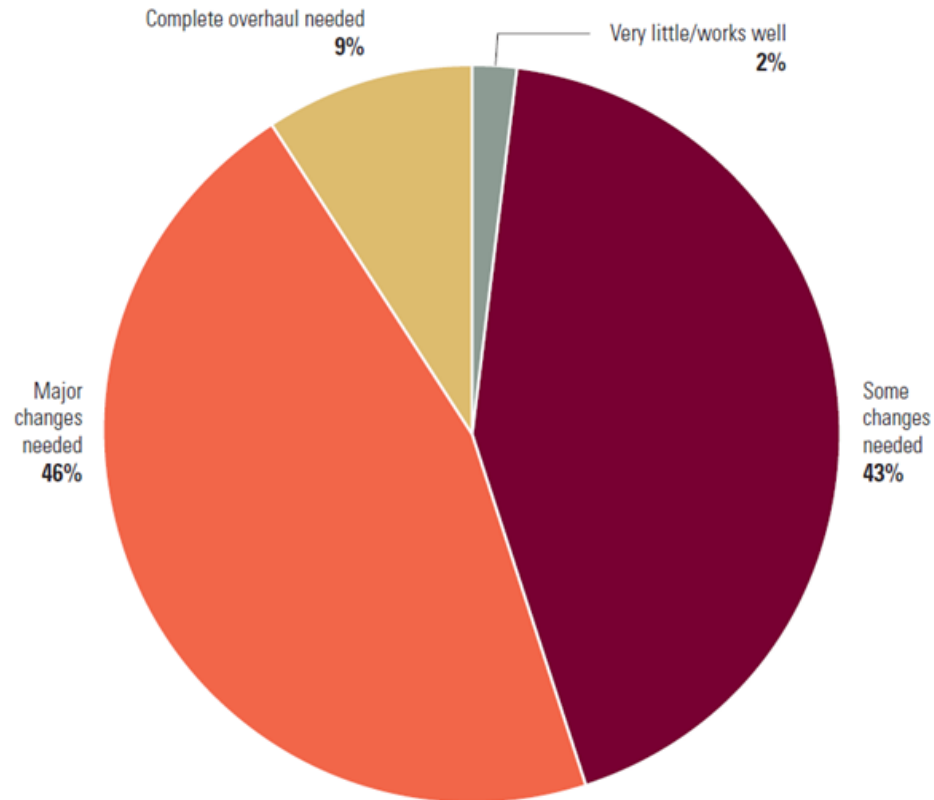


*9-10 ratings on zero-to-10 scale, 10 = perfectly fits my view, 0 = does not fit my view at all



Provide opportunities for collaboration between school counseling and school building and district leader candidates as part of their preparation programs.

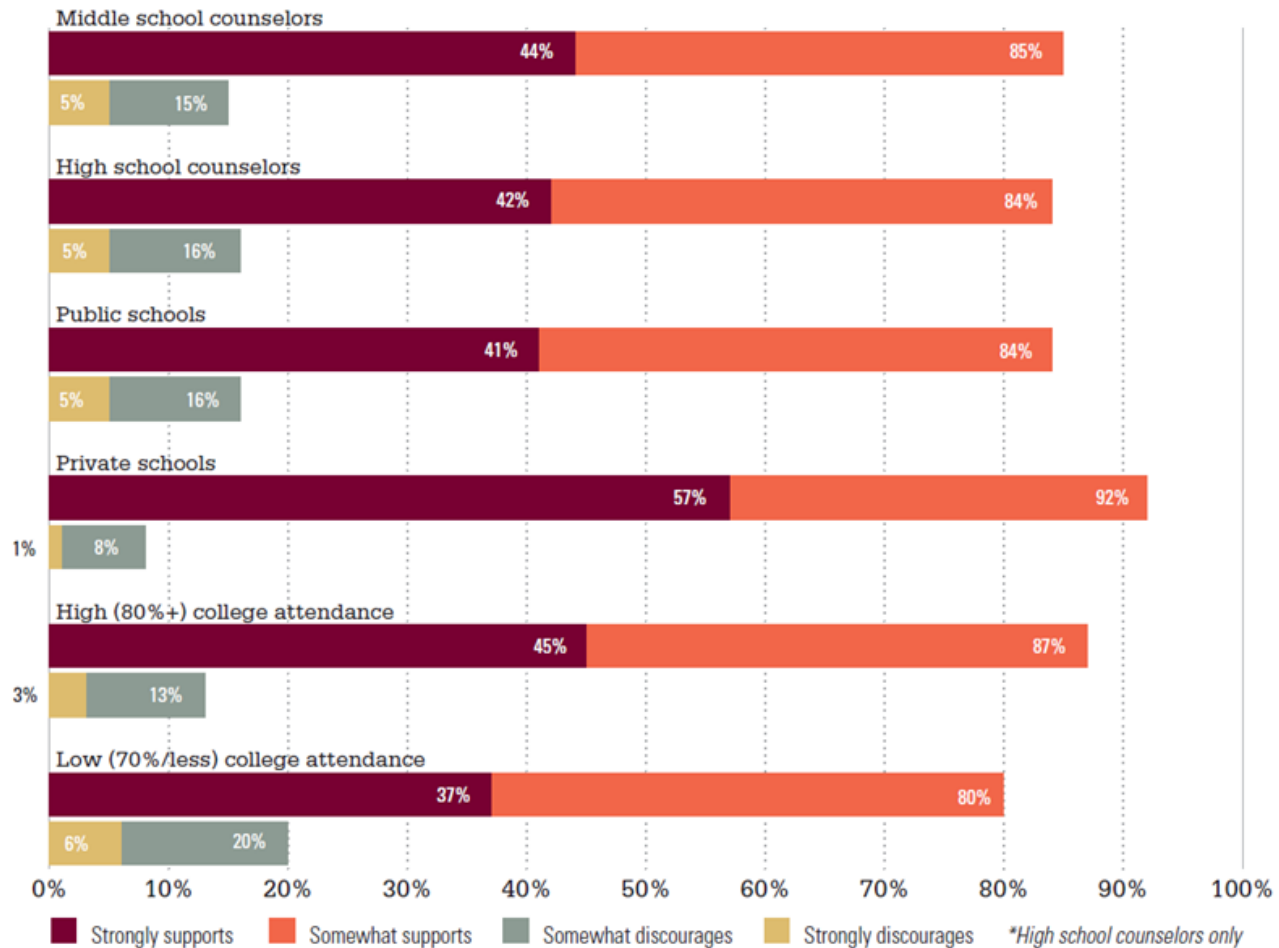
Figure 3: To what extent do you think changes are needed in the education system to improve student success?





Provide opportunities for collaboration between school counseling and school building and district leader candidates as part of their preparation programs.

Figure 4: To what degree do you feel the administration in your school supports a strong leadership role for school counselors toward improving student success?





Recommendations recurring throughout the four lenses:

- 1. Comprehensive school counseling program**
- 2. Consistent pre-service preparation & certification**
- 3. Professional development for re-training**
- 4. Direct communication and support**



Stefan Pryor
Commissioner

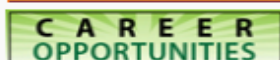
Teachers &
Administrators

Parents & Community

Students

Adult Education

School & District



Comprehensive School Guidance and Counseling



Comprehensive School Guidance and Counseling focuses on the uniqueness of *all* students in three areas of development: academic, career and personal/social. These areas or domains are in alignment with the American School Counselor Association (ASCA) national standards. The program components include the guidance curriculum, individual planning, responsive services and program management.

- [COMPREHENSIVE SCHOOL GUIDANCE AND COUNSELING PUBLICATIONS](#)
- [CONTACT](#)
- [COORDINATED SCHOOL HEALTH PARTNERSHIPS](#)

Comprehensive Developmental Guidance and Counseling Program

Professional school counselors provide and carry out a comprehensive developmental guidance and counseling program.

- [Connecticut Comprehensive School Counseling Program](#)
- [Best Practices for School Counseling in Connecticut](#)
- [Further information about School Guidance and Counseling](#)
- Addressing the Needs of the Whole Child: Social, Emotional, Behavioral, and Physical Health, as well as Academic Achievement, in Connecticut's SRBI Process, [Topical Brief 3](#), Scientific Research-Based Interventions (2011)
- Preventing Teen Dating Violence & Promoting Health Relationships [Web Site](#)
- [Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention](#) (New 5/13)

Contacts

Kimberly Traverso @ Kimberly.traverso@ct.gov
Consultant for School Guidance and Counseling
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457-1543
Phone: 860-807-2057, Fax: 860-807-2062

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[Academic Standards for Career Education and Work](#) - Career Education and Work Standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- 13.1 Career Awareness and Preparation
- 13.2 Career Acquisition (Getting a Job)
- 13.3 Career Retention and Advancement
- 13.4 Entrepreneurship

[Tools for Developing a Comprehensive K-12 Guidance & Counseling Plan](#) (PDF) - These tools were developed by the Pennsylvania Department of Education for use by all school districts in Pennsylvania. A committee of school counselors met and developed these tools as a companion guide for practical implementation of a comprehensive K-12 school counseling / guidance plan. This document provides school district counselors with a step-by-step process, a framework, resources and best practice models for developing their district plan. In Pennsylvania, school counselors are integral in the academic, career and personal/social development of all PreK-12 students in the Commonwealth.

Online Curriculum Resources:

- [PA Career Standards Toolkit](#) - This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards.
- [PA CareerZone](#) - PDE sponsored site for students to Assess career interests linked to PA specific O*NET materials; portfolios; budgeting and career acquisition; and college and training information.

For additional information, please contact:

Charles Sabulski | State Administrator for Career Counseling Services

Pennsylvania Department of Education - Bureau of Career and Technical Education

333 Market Street | Harrisburg, PA 17126-0333

Phone: 717.783.6991 | Fax: 717.783.6672 | TTY: 717.783.8445

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School Counseling and Guidance, K-12

93%

of High School students
think they will graduate

86%

of RI teachers expect their
students to go to college

The Rhode Island School Counseling and Guidance Program

The Rhode Island School Counseling and Guidance Program ensures equitable access to educational and career opportunities for all kids, promotes rigorous academic curriculum for every student, provides strategies for closing the equity gaps, supports the development of skills to increase college and career readiness, and fosters advocacy for all students. This program assists school counselors to analyze their current practice, organize and align their program in a comprehensive framework, develop curricula, and evaluate the success of their guidance program.

RI Framework for Comprehensive K-12 School Counseling Programs



School Counseling Policy



Professional Development



Counselor Credentials Requirements



Standards



What's New



Important Dates



Resources



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Overview

RI Public Schools

▼ Education Programs

- After-School & 21st Century CLCs
- Adult Education & GED
- Career & Technical Education
- Virtual Learning
- School Transformation
- Title 1 Supports
- Home Schooling
- Homeless Students

CONTACT INFORMATION



Counseling
Information



401-222-8472

School Counseling

Professional school counselors serve a vital role in maximizing student success. Through leadership, advocacy and collaboration, counselors promote equity and access to rigorous educational experiences for all students.

Counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. They are expected to address the needs of all students through prevention and intervention programs that are a part of a comprehensive school-counseling program.

This website provides information and resources in four areas:

- [Guidelines](#). Learn more about the Maine Comprehensive School Counseling Model, dropout prevention, standards for school counselors and records retention.
- [Laws](#). Read about Maine state laws for school counselors and recently passed educational laws.
- [School Counselors Directory](#). A database of all Maine counselors for grades K-12.
- [Resources](#). Information to help support school counselors.

The Maine Department of Education encourages all school counselors to join either the Maine School Counselor Association or Maine Counseling Association.

Site Information



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TTY: 1-888-577-6690

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Massachusetts Model for Comprehensive School Counseling

-  [MA Model Resources](#)
-  [Introduction - Table of Contents](#)
-  [Crosswalk with Mass. Curriculum Frameworks](#)
-  [Performance Standards, Sec. 2, 3, 4, References](#)
-  [MA Model Implementation Guide](#)

Last Updated: November 9, 2010



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Contact: Richard Vespucci

For Release: June 26, 2001

15 Districts Selected to Pilot Model School Guidance Programs

Commissioner of Education Vito A. Gagliardi, Sr., today announced that 15 school districts have been selected to develop and implement model guidance and counseling programs. The districts will participate in the New Jersey School Counseling Initiative, a major statewide initiative designed to assist local efforts to provide students with opportunities for career awareness and career exploration.

"Through the New Jersey School Counseling Initiative, we recognize the critical role that school counselors perform for students of all ages," Commissioner Gagliardi said. The pilot school districts will lay the foundation for our commitment to ensure that students will benefit from guidance and counseling programs."

The New Jersey School Counseling Initiative evolved from state regulations adopted in April 2000 that require all districts to develop and implement a comprehensive guidance and counseling system providing for career awareness and exploration for all students. The first phase of the initiative consisted of seven regional training sessions to educate, inform and assist districts in the development of strategic plans. The selection of the 15 pilot districts begins the second phase of the project. The selected districts will each receive a \$5,000 stipend as well as training and support as they develop their programs over the next school year.

Comprehensive developmental counseling programs take into consideration the academic, career and personal/social development of all students. These programs will help students make and carry out informed educational and occupational choices; increase student awareness of the relationship between personal qualities, education, training and the world of work; and acquaint students with the relationship between achieving academic standards and the attainment of career goals.

The final phases of the initiative will involve establishment of a statewide support network and assessments to make technical adjustments to the support program.

For more information about the New Jersey School Counseling Initiative, contact Marie Barry, 609-984-5969.





Summit Recommendations:

- 1. Comprehensive school counseling program**
- 2. Consistent pre-service preparation and certification**
- 3. Professional development for re-training**
- 4. Direct communication and support**



**“Children are
either *advantaged* or
disadvantaged by what
WE do!”**

Patricia Martin
College Board



**Thank you
on behalf of
all Summit participants!**

Gloria Jean, NYSSCA

Cynthia Walley, NYACES

David Coates, NYSACAC