Implementing the NC Guidance Essential Standards using the ASCA National Model

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You may find all the materials from this training session at:

http://schoolcounseling.ncdpi.wikispaces.net/
Appreciation to Development Team

- Professional School Counselors
- Administrators
- Evaluation Development Team
- School Counseling Standards Team
Participants Will Gain Knowledge Of:

• The 2008 NC Professional School Counseling Standards
• The purpose of the new School Counselor Evaluation Rubric
• The rating scale of the new rubric
• Resources
NC Professional School Counseling Standards

• Professional Standards adopted in 2008 by the SBE aligned to national framework

• New evaluation rubric standards align tightly to these 2008 NC Professional School Counseling Standards
North Carolina Professional School Counseling Standards

A New Vision for School Counseling

The demands of twenty-first century education dictate new roles for school counselors. Schools need professional school counselors who are adept at creating systems for change and at building relationships within the school community. Professional School Counselors create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the twenty-first century. Utilizing leadership, advocacy, and collaboration, professional school counselors promote academic achievement and personal success by implementing a comprehensive school incumbent upon the school counselor to provide services as part of a comprehensive multidisciplinary team with complementary knowledge, skills, and experiences.

The school counselor standards will

- guide professional development as school counselors move forward in the twenty-first century,
- provide the focus for schools and districts as they support, monitor and evaluate their school counselors, and
- assist higher education programs in developing the content and requirements of school counselor education curricula.
NORTH CAROLINA PROFESSIONAL SCHOOL COUNSELING STANDARDS

Every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

Vision for School Counseling

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In order to deliver a comprehensive school counseling program, the professional school counselor should understand and be competent in the following areas:

- Human growth and development,
- Core components for helping relationships,
- Cultural diversity,
- Societal change and trends,
- Student learning and academic success,
- Evaluation of student needs,
- Group and individual counseling techniques,
- Career development,
- Use of data,
- Use of technology,
- Role of the school counselor in leadership, advocacy, and systemic change,
- Legal and ethical guidelines,
- Collaboration with internal and external stakeholders,
“The demands of twenty-first century education dictate new roles for school counselors. Schools need professional school counselors who are adept at creating systems for change and at building relationships within the school community. Professional School Counselors create nurturing relationships with students that enhance academic achievement and personal success as globally productive citizens in the twenty-first century. Utilizing leadership, advocacy, and collaboration, professional school counselors promote academic achievement and personal success by implementing a comprehensive school counseling program that encompasses areas of academic, career, and personal/social development for all students.”
Graffiti Write

What does a 21st century school counselor do?

• Use chart to brainstorm

• List as many ideas as possible
Shifts ...

Then.... “Guidance Counselor”

- Random Student Support Services
- Go-to person at school for other, non-counseling related duties
Role of **School Counselor** in 21\textsuperscript{st} Century Learning

• New role supports 21\textsuperscript{st} Century learning

• New role aligns with national standards from ASCA approved by SBE in 2008

• Program services and curriculum align to Common Core and NC Essential State Standards

• Data-driven to support student achievement
Now….

21st Century School Counselor

Leadership
Advocacy
Collaboration

Implements a data driven, comprehensive, developmental school counseling program to promote systemic change.
The Connected School Counselor

- Collaborate with CTE Department or Career Development Board
- Use online tools & resources to select evidenced-based practices
- Member of Professional Organizations
- Have a relationship with key stakeholders and vertical alignment
- Conduct Classroom Guidance
- Collaborate with School Nurse, School Psychologist, Social Worker
- Collaborate with students, parents, & community
- Collaborate with stakeholders, including Administrators & Counselor Leaders
- Practice reflection and select appropriate Prof. Development
- S.M.A.R.T. Goals to help close achievement gap
- Develop an Annual Agreement w/Administrator
- Use data & input from stakeholders
- Collaborate with teachers in PLCs
- Use the ASCA National Model as the Framework for the School Counseling Program
- The Connected School Counselor
Graffiti Write Part II

• Distinguish roles on the chart
  – green dots (old role)
  – red dots (new role)

• Post chart on wall

• Gallery Walk
Framework for NC School Counseling

- Accountability
  - Data Analysis
  - Program Results
  - Evaluation and Improvement

- Management
  - Assessments
  - Tools

- Delivery
  - Direct Student Services
  - Indirect Student Services

- Foundation
  - Program Focus
  - Student Competencies
  - Professional Competencies

[Diagram showing the framework for NC School Counseling]
Foundation

Beliefs and Philosophy
Mission Statement
Domains: Academic, Career, Personal/Social
ASCA National Standards/Competencies

Foundation
Program Focus
Student Competencies
Professional Competencies
2. Student Competencies

Foundation

ASCA Student Standards

Other Student Standards (NC Guidance Essential Standards)
3. Professional Competencies
Foundation - Program Focus

- ASCA SC Competencies (NC Professional Standards for School Counseling & Evaluation)
- ASCA Ethical Standards
Delivery

3rd Edition

Delivery
School Guidance Curriculum
Individual Student Planning
Responsive Services
System Support

Delivery
Direct Services
Indirect Services
Examples of Direct Student Services Delivery

- SC Core Curriculum (NC Guidance Essential Standards)
- Individual Student Planning
- Responsive Services
Examples of Indirect Student Services Delivery

- Referrals
- Consultation
- Collaboration
Management

Management
- Agreements
- Advisory Council
- Use of Data
- Action Plans
- Use of Time
- Calendars

Management
- Assessments
- Tools
1. Assessment Management

Program Audit  
Use of Time

School Counselor Standards
2. Tools
Management

Annual Agreement
Advisory Council
Calendars
Curriculum Lesson Plan
School Data Profile
Action Plan Templates

- Curriculum
- Small Group
- Closing the Gap
Accountability

Accountability
Results Reports
School Counselor Performance Standards
Program Audit

Accountability
Data Analysis
Program Results
Evaluation and Improvement

3rd Edition
Diving Deeper NC Professional School Counseling Standards
The performance evaluation rubric is based on the 2008 NC Professional School Counseling Standards

**Standard 1** – School counselors demonstrate leadership, advocacy, and collaboration.

**Standard 2** – School counselors promote a respectful environment for a diverse population of students.

**Standard 3** – School counselors understand and facilitate the implementation of a comprehensive school counseling program.

**Standard 4** – School counselors promote learning for all students

**Standard 5** – School counselors actively reflect on their practice.

**No Standard 6 or 8**
### Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration

Professional school counselors demonstrate leadership, advocacy, and collaboration by developing a positive place for students and staff members to learn and grow. School counselors manage a comprehensive school counseling program that supports academic, career, and personal/social development for all students. School counselors advocate for equity for all students and staff members regardless of learning style, cultural background, or individual learning needs. School counselors improve the counseling profession by demonstrating high ethical standards and by following the codes of ethics set out for them.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
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<tbody>
<tr>
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#### a. School Counselors Demonstrate Leadership in the School

School counselors work collaboratively with all school staff to create a positive learning community. School counselors take an active role in analyzing local, state, and national data to develop and enhance school counseling programs. School counselors create data-driven goals and strategies that align with the school improvement plan to improve student learning. School counselors annually discuss the comprehensive school counseling program with the school administrator. School counselors provide input in the selection of professional development for the school staff that meets the needs of students and choose professional development activities that foster their own professional growth. School counselors mentor and support colleagues to improve the academic success of students.

- **Collaborates with school staff to create a positive learning community.**
- **Identifies data that aligns the school counseling program with the school improvement plan.**
- **Chooses professional development activities that foster their own professional growth.**

#### ...and

- **Analyzes data from multiple sources to determine the impact of the school counseling program on students and the school.**
- **Creates data-driven goals and strategies that align with the school improvement plan.**
- **Provides input in the selection of professional development for the school staff.**
- **Participates in**

#### ...and

- **Routinely reviews and modifies school counseling program with the administrator.**
- **Shares student and program outcome data with stakeholders.**
- **Makes recommendations for program revisions.**
- **Mentors and supports colleagues on issues related to counseling students.**
- **Provides**

#### ...and

- **Leads the development of revisions to the school counseling program.**
- **Provides professional development at the district, state, or national level.**
Performance Appraisal Ratings

- **Developing** – an *awareness* or some knowledge

- **Proficient** – *demonstrating/doing* - implementation of standard. You are a good counselor who is able to meet the requirements of your job role on a routine basis

- **Accomplished** – *mentor other* counselors or share components of school counseling program within school/district

- **Distinguished** – “one in a million type of work” - able to *share* successful strategies, programs you/team developed on a *wide-scale basis* such as district, state or nationally

*******************************************************************************

**Not evidenced** – professional area to work on developing
Standard 1 – School counselors demonstrate leadership, advocacy, and collaboration.

Four Elements:
A. Demonstrate leadership in their school
B. Enhance the counseling profession
C. Advocate for schools and students
D. Demonstrate high ethical standards
Standard 2 – School counselors promote a respectful environment for a diverse population of students

Five Elements:

A. Promote a respectful environment for diverse population of students

B. Embrace diversity in the school community and world

C. Treat students as individuals
D. Recognize students are diverse and adapt their services accordingly

E. Work collaboratively with the families and significant adults in the lives of students
Standard 3 – School counselors understand and facilitate the implementation of a comprehensive school counseling program

Four Elements:

A. Align their programs to support student success in the NC Standard Course of Study

B. Understand how their professional knowledge and skills support and enhance student success
C. Recognize the interconnectedness of the comprehensive school counseling program with academic content areas/disciplines

D. Develop comprehensive school counseling programs that are relevant to students
Standard 4 – School counselors promote learning for all students

Four Elements:

A. Know how students learn

B. Plan their programs for the academic, career and personal/social development of all students

C. Use a variety of delivery methods

D. Help students develop critical thinking and problem-solving skills
Standard 5 – School counselors actively reflect on their practice.

Three Elements:

A. Analyze the impact of the school counseling program

B. Link professional growth to the needs of their school and their program goals

C. Function effectively in a complex dynamic environment
Uniqueness

• Observations
• School Counseling Activities
• Professional Growth Plan
Deeper Dive into the **new** School Counseling Standards

- Divide into 5 groups (1 group/standard; may develop subgroups)
- Decide what the standard is about and not about
- Identify key ideas from the standard
- Identify where your standard falls according to ASCA National Model four quadrants
Deeper Dive Group Work

• Complete a poster or electronic presentation
• Choose a speaker
• Group Share
Group Work
Share Time Ideas

• Each group will share the key ideas and features of the assigned standard

• Each group will teach others how to assess and resources to use when working with a school counselor based upon the standard, elements and rubric
Resources
School Counselor Evaluation
User Guide Appendices
Appendix A (p.32)

ASCA National Model: A Framework for School Counseling Programs

- Forms and materials
- Framework for data-driven, comprehensive school counseling program
Appendix C (p. 59)

Code of Ethics

• Code of Ethics for NC Educators
• Ethical Standards for School Counselors (ASCA)
Ethical Standards for School Counselors


Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs with the needs of students, schools and communities.

• Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;

• Provide self-appraisal and peer evaluations regarding school counselors’ responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and

• Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students
Appendix D p.76

Using Evaluation Rubric

• School Counselor Evaluation Rubric

• Forms
Exit Survey

School Counseling Wikispace
Questions?

It's QUESTION TIME!!

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Useful Websites

• School Counseling Wikispace:  
  www.schoolcounseling.ncdpi.wikispaces.net

• NCDPI School Counseling LiveBinders – link to this site from the wikispace

• American School Counselor Association (ASCA)  
  http://www.schoolcounselor.org/

• NC Falcon:  http://www.ncpublicschools.org/acre/falcon/ note the Professional Development tab on the left – formative assessments

• NC Education:  RBT video  
  https://center.ncsu.edu/nc/login/index.php
References & Resources


  http://www.rtinetwork.org/Essential/TieredInstruction/ar/ServiceDelivery/1

“The digital tools used during the course of this training have been helpful to some educators across the state. However, due to the rapidly changing digital environment, NCDPI does not represent nor endorse that these tools are the exclusive digital tools for the purposes outlined during the training.”
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Division of K-12 Curriculum and Instruction