OSDE Series:
School Counselor and Administrator Partnerships for Student Success (Part One)

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School Counselor Specialist

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Thank you for being here!

If you have not already, please complete the short pre-test (link in chat and emailed to you).

Please complete this survey honestly. There are no right or wrong answers. This survey is meant to assess where you are at the beginning of the Series.

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About the Presenter

Sarah Kirk

- School Counselor Specialist at the OSDE
- School Counselor for 9 years
- Received RAMP designation in 2019
- Training and Background:
  - Trauma-Informed
  - PBIS/MTSS
  - Responsive Classroom
  - Conscious Discipline
  - Restorative Practices
  - ChildLight Yoga and Mindfulness for Children
- ASCA Board of Directors
- Advocate for School Counseling
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Who is in the (Zoom) Room?

- School Counselors
- Principals
- Assistant Principals
- School Counseling Leaders
- District Leaders
- Superintendents

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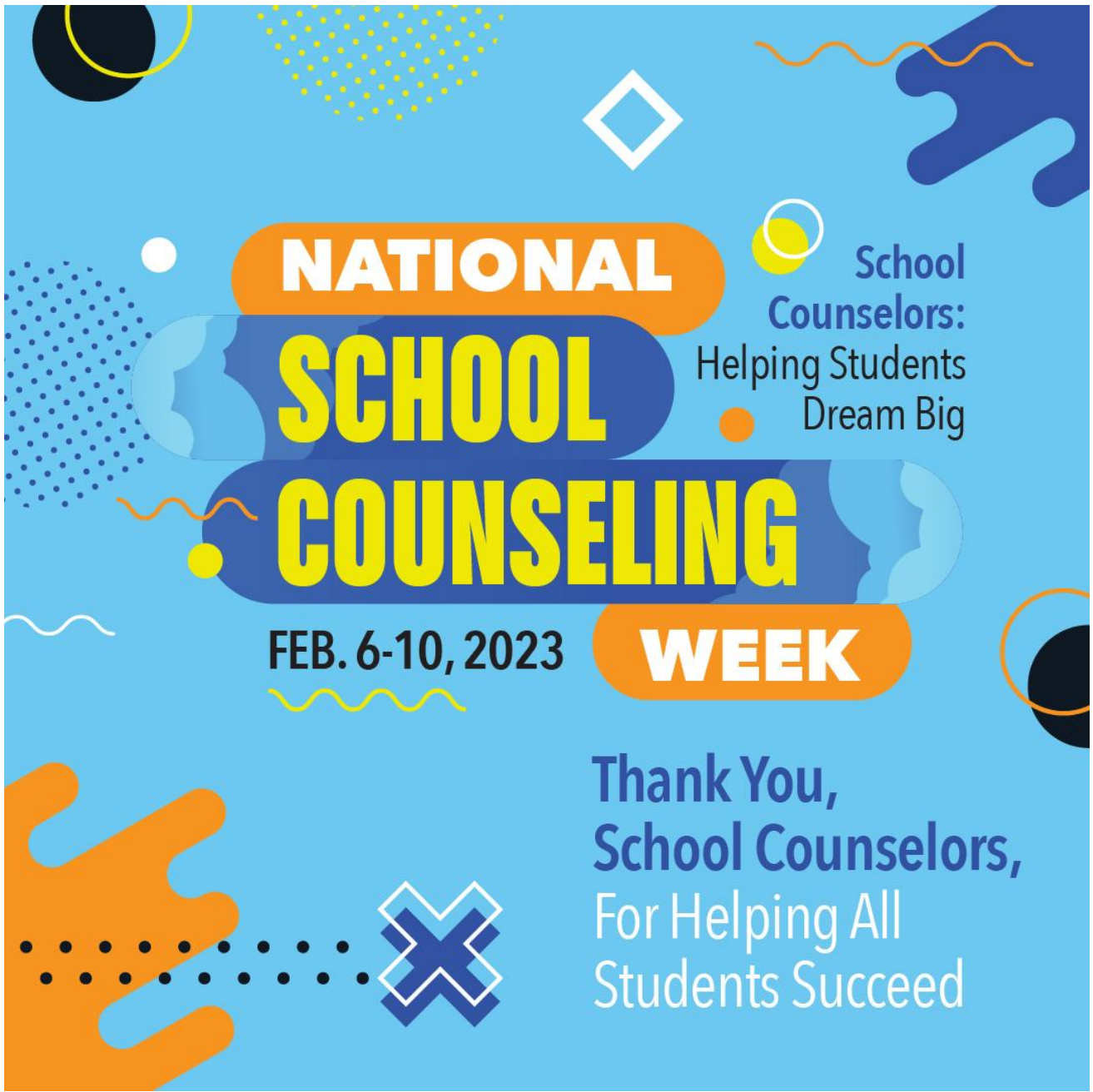
Welcoming and Inclusion Activity

Looking at the list, what is one word you hope **others** would describe you as?

What is one word you would use to describe your **principal/ school counselor**?

- able
- accommodating
- accountable
- adaptable
- advocate
- alert
- analytical
- appreciative
- approachable
- assertive
- assiduous
- attentive
- authentic
- aware
- bold
- brave
- calculated
- calm
- candid
- capable
- careful
- caring
- challenger
- challenging
- charismatic
- clear
- collaborative
- communicative
- compassionate
- competent

- confident
- conscious
- considerate
- consistent
- courageous
- creative
- credible
- curious
- decisive
- dedicated
- diligent
- diplomatic
- direct
- diverse
- doer
- driven
- empathetic
- empowering
- encouraging
- energizing
- engaged
- engaging
- enlightening
- enthusiastic
- ethical
- exciting
- executor
- expert
- fair
- fearless

- focused
- forward-thinker
- generous
- genuine
- goal-orientated
- gracious
- grateful
- guider
- helpful
- honest
- honorable
- hopeful
- humble
- inclusive
- influential
- innovative
- innovator
- inspirational
- inspiring
- integrity
- integrous
- interested
- intuitive
- inventive
- kind
- knowledgeable
- leader
- logical
- loyal
- mentor

- mindful
- modest
- moral
- motivating
- motivational
- noble
- objective
- open
- optimistic
- original
- passionate
- persistent
- persuasive
- pioneer
- planner
- pleasant
- positive
- powerful
- practical
- principled
- proactive
- problem-solver
- realistic
- receptive
- reliable
- resilient
- respectful
- responsible
- responsive
- skilled

+ Many More!

Three Signature Practices:

- Welcoming & Inclusion Activities

- Engaging Strategies, Brain Breaks, and Transitions

- Optimistic Closure

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School Counselor and Administrator Partnerships

When school counselors and administrators work together effectively, the school and the **students reap the benefits.** Whether your school counselor and administrator partnership is strong or has room for improvement, this webinar series is for. Come learn how school counselors and administrators can build **successful working relationships** that result in **positive outcomes for students.**

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Today's Presentation

Understanding the Role of the School Counselor

❏ About School Counselors

❏ Oklahoma Comprehensive School Counseling Framework

❏ Where to begin to work towards implementing a comprehensive school counseling at your school or district

❏ Benefits and Barriers of implementing a comprehensive school counseling program

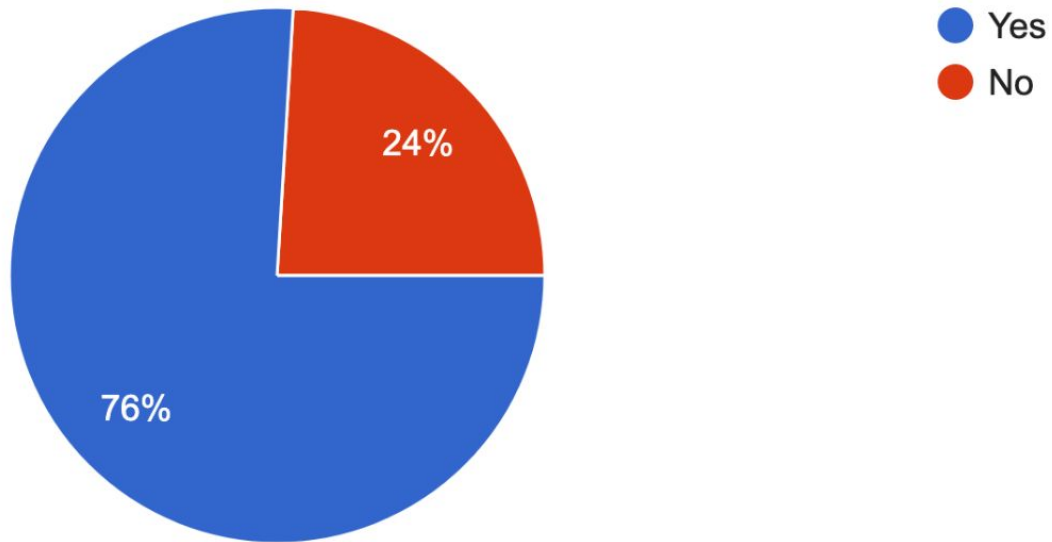❏ The school and district leader's role

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OSDE Series:
School Counselor and Administrator Partnerships for Student Success

Where We Are:

Do you know how to define the appropriate role of a school counselor (as defined by the Oklahoma Comprehensive School Counseling Framework)?

208 responses

- ● Yes
- ● No

About School Counselors

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The Evolution of School Counseling

Guidance counselors of the past:
- Reactive
- Services to some
- Impact measured via feelings and perceptions
- Ancillary role to school improvement process
- Work in isolation

School counselors of today:
- Proactive/data-driven
- Program for all
- Impact measured via achievement, attendance, and behavior data
- Essential role in the school improvement process
- School counselors as school leaders
- Develop, manage & evaluate a comprehensive school counseling program

Source: Guidance Counselor vs. School Counselor and Research Report: The Title Matters

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Training, Education, and Expertise:

Three types of Certification:

- Traditional, Alternative, or Emergency

Traditional Certification:

- Master's Degree or higher in School Counseling
  - Programs range from 33-60 credit hours
  - Internships range from 60-600 hours
- Robust training in counseling techniques, theories, ethics, multicultural competency, data, interventions, etc.
- Results in an Educational and Mental Health Professional

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Training, Education, and Expertise:

Alternative Certification:

- Master's Degree or higher in School Counseling related degree (mental health counseling, social work, etc.)
  - Programs range from 33-60 credit hours
  - Internships range from 60-600 hours

Emergency Certification:

- In the process of completing Traditional or Alternative Requirements

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Training, Education, and Expertise:

Are school counselors **mental health professionals?**

Are school counselors **educators?**

School counselors are uniquely equipped and trained to support students' mental health **AND** students' educational experience

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Engaging Strategy

- Welcoming & Inclusion Activities

- Engaging Strategies, Brain Breaks, and Transitions

- Optimistic Closure

- ***Two Minute Think Time***
  - The three different certification pathways can result in significantly different training, education, and expertise.
    - What type of certification does your school counselor have?
      - ***If they are emergency certified, how could you support and encourage their growth?***

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Role of the School Counselor

School Counselors address the three domains (Academic development, Lifeskills and Well-being, College and Career development) through a variety of **direct** and **indirect** student services.

❏ **Direct Student Services:** Instruction, Counseling, and Appraisal and Advisement

❏ **Indirect Student Services:** Collaboration, Consultation, and Referrals

MTMDSS Video

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Elementary School Counselors

- New(er) position
- Often misunderstood
- Research supports elementary school counselors– students in districts with elementary school counselors have improved performance outcomes versus districts without (Parzych et al., 2019)

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Secondary School Counselors

- Often underutilized
  - Often get assigned to administrative tasks (data entry, scheduling, attendance duties, etc) or covering/subbing classes
- Research supports comprehensive and data-driven school counseling programs improve a range of student learning and behavioral outcomes (in academics, attendance, and discipline). ([ASCA, 2019](#))
- Students who meet with a school counselor to discuss postsecondary options are **3 times** more likely to attend college and **7 times** more likely to apply for financial aid (NACAC, 2019).

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School Counseling Accreditation

- Do you know what the school counseling accreditation standards state?
  - [Comprehensive School Counseling Accreditation in Oklahoma](#)
    - School counseling services
    - School counselor staffing

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School Counseling TLE

- Tulsa Model TLE Observation and Evaluation Rubric for School Counselors:

School Counseling TLE

- Tulsa Model TLE Observation and Evaluation Rubric for School Counselors:

2 Domain: **Counselor Center Management**		Dimension: **Comprehensive Counseling Plan**		
The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.				
1 Ineffective	**2** Needs Improvement	**3** Effective	**4** Highly Effective	**5** Superior
Has no guidance program to support students' academic, career and personal / social development.	Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance.	Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students. Coordinates ongoing systemic activities to help students on an individual and small group basis.	Provides all students with a guidance curriculum that is comprehensive, proactive and developmental. Coordinates ongoing systemic activities to help students on an individual and small group basis Creates and distributes an event calendar to meet short and long term programmatic school counseling goals. Has developed curriculum to meet students' academic, career and personal / social development.	Includes the narrative descriptions in performance category 4, plus uses student data from discipline reports, teacher feedback surveys, administrative feedback data and parent surveys to drive the counseling program. Counselor assesses current comprehensive counseling plan through a formal needs analysis on a yearly basis and constructs a new comprehensive plan for each school year based on the needs analysis.

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School Counseling TLE

- Tulsa Model TLE Observation and Evaluation Rubric for School Counselors:

5	Domain: **School Counseling Effectiveness**		Dimension: **Accountability Reports**	
School Counselor demonstrates accountability.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school counselor does not use data to measure program effectiveness.	The school counselor uses data in a random, inconsistent manner.	School counselor accesses baseline data to show areas of school need in regard to attendance, discipline and achievement. School counselor demonstrates accountability for time spent working with students.	School counselor accesses data targeted toward overall school improvement goals to show evidence of program effectiveness and routinely organizes the data to demonstrate the counseling program's impact on student achievement, building climate, student discipline. Reviews interventions in a collaborative way through a data-based team. Monitors program interventions in a collaborative, data-based, systematic manner. Considers school counseling data that affects the achievement gap and plans intentional guidance activities aimed at closing the gap. These interventions might take the form of classroom guidance, small group guidance or individual work with students.	Includes the narrative descriptions in performance category 4. Additionally, shares interventions and results reports throughout the school year with colleagues and publishes cumulative annual result report (OSCAR) Oklahoma School Counseling Accountability Report that is shared with building leadership.

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Oklahoma Comprehensive School Counseling Framework

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Oklahoma Comprehensive School Counseling Framework

The Oklahoma Comprehensive School Counseling Framework was published in October 2021. It is based off of the *ASCA National Model: A Framework for School Counseling Programs. The National Model* is a **research-based** Framework that outlines the components of a school counseling program that is integral to the school's academic mission and is created to have a significant **positive impact on student achievement, attendance and discipline.**

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Oklahoma Comprehensive School Counseling Framework - 2

It guides school counselors in the development of **school counseling programs** that:

- are based on **data-informed** decision making
- are delivered to **all students** systematically
- include a developmentally **appropriate curriculum**
- **close achievement and opportunity gaps**
- result in **improved student *achievement, attendance and discipline***

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Four Components of the Oklahoma Comprehensive School Counseling Framework:

Define
Manage
Deliver
Assess
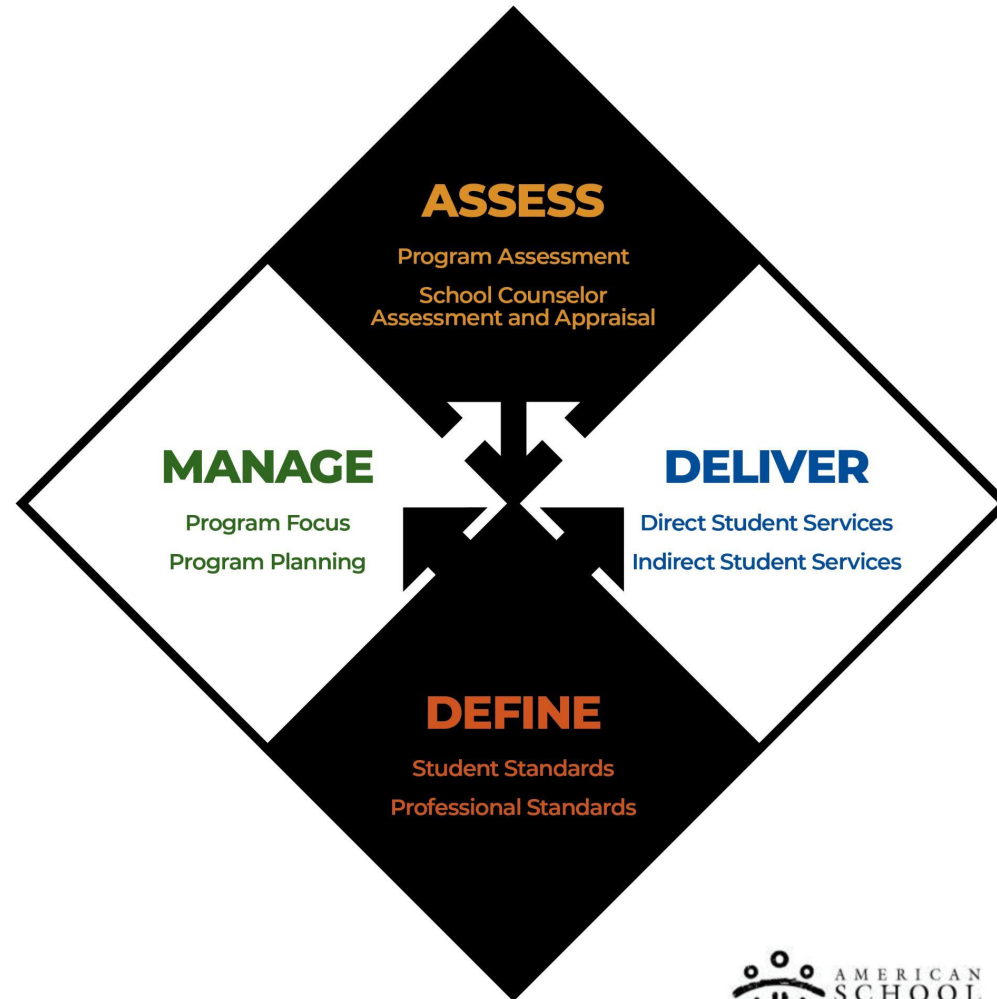
Four Components of the Oklahoma Comprehensive School Counseling Framework:

Define

Three sets of school counseling standards define the school counseling profession.

- Student Standards
- Ethical Standards for School Counselors
- School Counselor Professional Standards & Competencies

Manage

Guides the design and implementation of a school counseling program that gets results.

- Includes: Beliefs, Vision Statement, Mission Statement, School Data Summary, Annual Student Outcome Goals, Action Plans, Lesson Plans, Annual Administrative Conference, Use of Time, Calendars, Advisory Council

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Four Components of the Oklahoma Comprehensive School Counseling Framework:

Deliver

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

- Direct Student Services include instruction, appraisal and advisement, and counseling.
- Indirect Student Services include collaboration, consultation, and referrals.

Four Components of the Oklahoma Comprehensive School Counseling Framework:

Assess

To achieve the best results for students, school counselors regularly assess themselves and their program to: determine its effectiveness, inform improvements to their school counseling program design and delivery, and show how students are different as a result of the school counseling program.

- School Counseling Program Assessment
- Annual Results Report
- Small Group Results Report
- Closing-the-Gap Results Report
- School Counselor Professional Standards and Competencies
- School Counselor Performance Appraisal

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Four Components of the Oklahoma Comprehensive School Counseling Framework:

Define
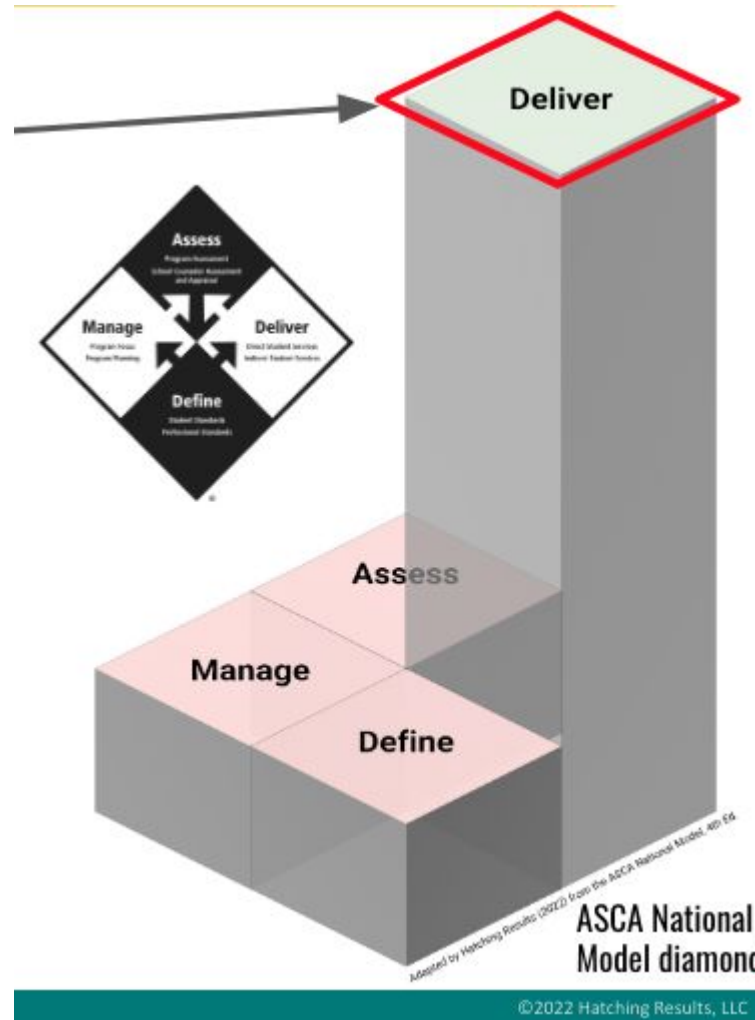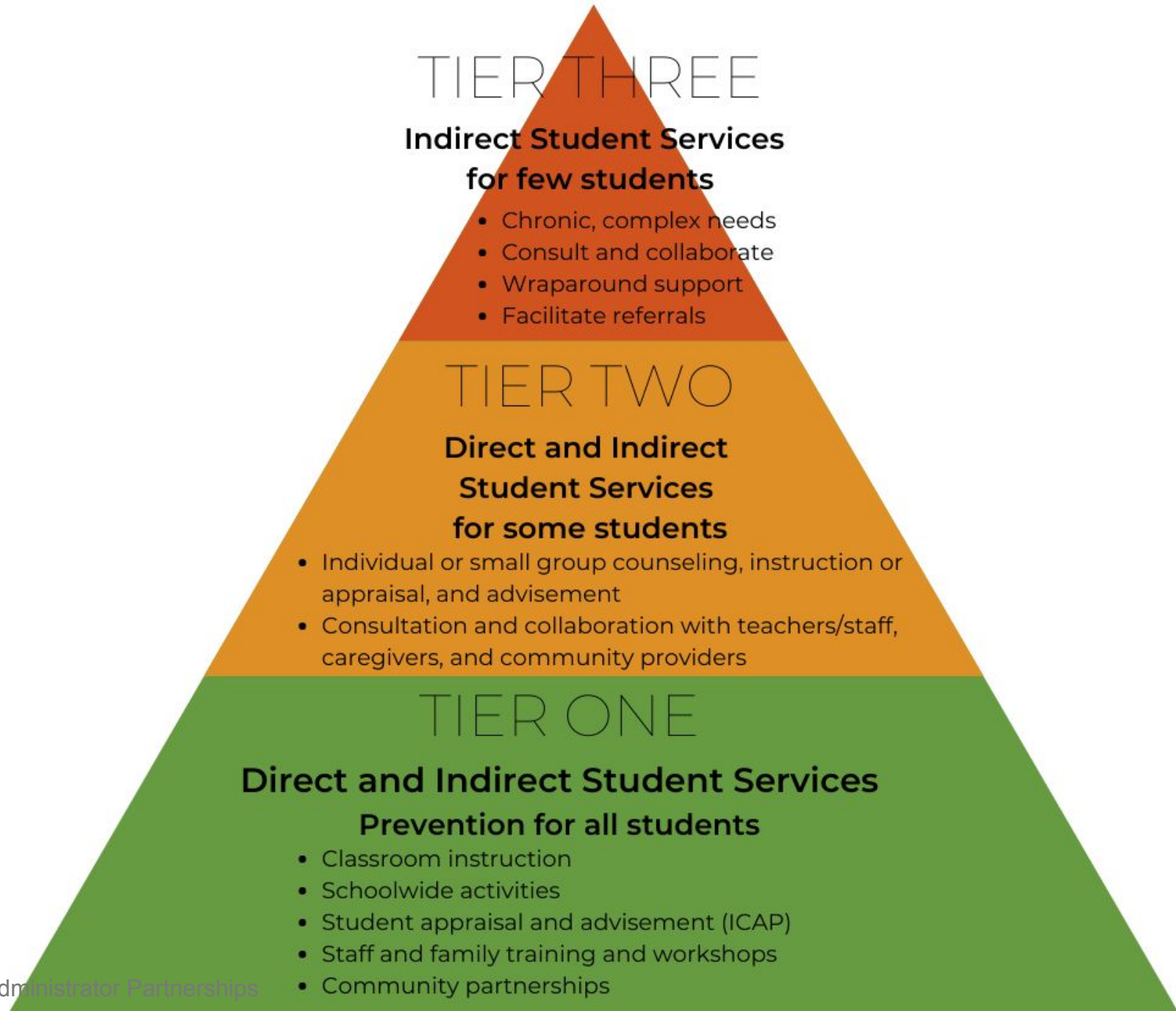# Manage
Deliver
Assess

Image from Hatching Results

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Oklahoma Comprehensive School Counseling Framework

SCHOOL COUNSELORS SHOULD SPEND A MINIMUM OF

80 PERCENT

OF THEIR TIME PROVIDING DIRECT AND INDIRECT STUDENT SERVICES.

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TIER THREE

**Indirect Student Services
for few students**
- Chronic, complex needs
- Consult and collaborate
- Wraparound support
- Facilitate referrals

TIER TWO

**Direct and Indirect
Student Services
for some students**
- Individual or small group counseling, instruction or appraisal, and advisement
- Consultation and collaboration with teachers/staff, caregivers, and community providers

TIER ONE

**Direct and Indirect Student Services
Prevention for all students**
- Classroom instruction
- Schoolwide activities
- Student appraisal and advisement (ICAP)
- Staff and family training and workshops
- Community partnerships

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<u>Appropriate and Inappropriate Activities</u> for School Counselors

- School Counselors are trained to be an vital member of the educational team
  - Uniquely equipped to provide mental health and educational supports for all students
  - When school counselors spend the vast majority of their time completing tasks that are not appropriate, student needs go unmet
  - Based on training, expertise, and research

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Appropriate and Inappropriate Activities for School Counselors

Common inappropriate activities assigned to school counselors:

- Discipline
- Section 504 Coordinator
- Administrative Representative in IEP meetings
- Testing Coordination
- Building and changing schedules
- Substitute/Guest Teacher

This does not mean School Counselors shouldn't be involved in these activities

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Addressing Non-School Counseling Activities

- [Appropriate and Inappropriate Activities](#)
- This document outlines how to most effectively utilize a school counselor's training, experience, and expertise
- The appropriate school counseling activities are based on research
- It is about what is best for students–
  - It is not about what a school counselor wants to do, it is about what students deserve and what leads to improving student outcomes

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Addressing Non-School Counseling Activities

Remember, both school counselors and principals have the same overarching end goal: success for all students. **Addressing non-school counseling duties will require...**

Announcement for Part Two:

Important Note:

We will be using the "[Enhancing The Principal–School Counselor Relationship: A Toolkit](#)" throughout next week's conversation. Please have it handy!

If you prefer paper copies, **please print the following pages:**

- 23 (2 copies for principal and school counselor)
- 59-61 (for principal)
- 62-64 (for school counselor)
- 79-82 (for principal)
- 86 (2 copies for principal and for school counselor)** Will use in third session

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Upcoming
Training and Events

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Upcoming Training and Events

- **Coffee with Counselors:**
  - March 7th from 9:00-10:00
  - April 4th from 9:00-10:00
  - May 2nd from 9:00-10:00
    - [Register in advance for this get-together](#)

- **For Counselors Only**
  - March 8th at the Metro Technology Center – Springlake Campus, Oklahoma City 8:00 a.m. – 3:30 p.m.

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How to
Learn More

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How to Learn More

Begin the OSDE Connect Course on Comprehensive School Counseling:

- It is an asynchronous training platform that includes webinars, discussions, and technical assistance as you work towards implementing the new Framework.
- This platform includes self-paced modules. You can earn 20 professional development hours through these modules. While the modules are asynchronous, synchronous support can be provided along the way.
- [Sign up here](#)

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Additional Resources

- [Enhancing the Principal-School Counselor Relationship: A Toolkit by College Board](#)
- [School Counselor/Principal Relationship Tools from ASCA](#)
- Books
  - ASCA [National Model](#) and [Implementation Guide](#)
  - [The Use of Data in School Counseling (2e)](#)
  - [Making Data Work](#)
  - [Hatching Results for Elementary School Counseling (Tier One)](#)
  - [Hatching Tier Two and Three Interventions in Your Elementary School Counseling Program](#)
  - [Hatching Results for Secondary School Counseling](#)
  - [Making MTSS Work](#)
- [ASCA Webinars on demand at ASCA on Air](#) (free for members)
- [Online Learning from Hatching Results](#) (for a fee)-- Coming Soon!

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Let's Connect!

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