



INCREASING THE IMPACT OF YOUR SCHOOL COUNSELOR

TAKING CHARGE OF CHANGE

August 1, 2016

Annual Cooperative Conference for School Administrators
Missouri Department of Elementary and Secondary Education

Gazelle and Lion – At School

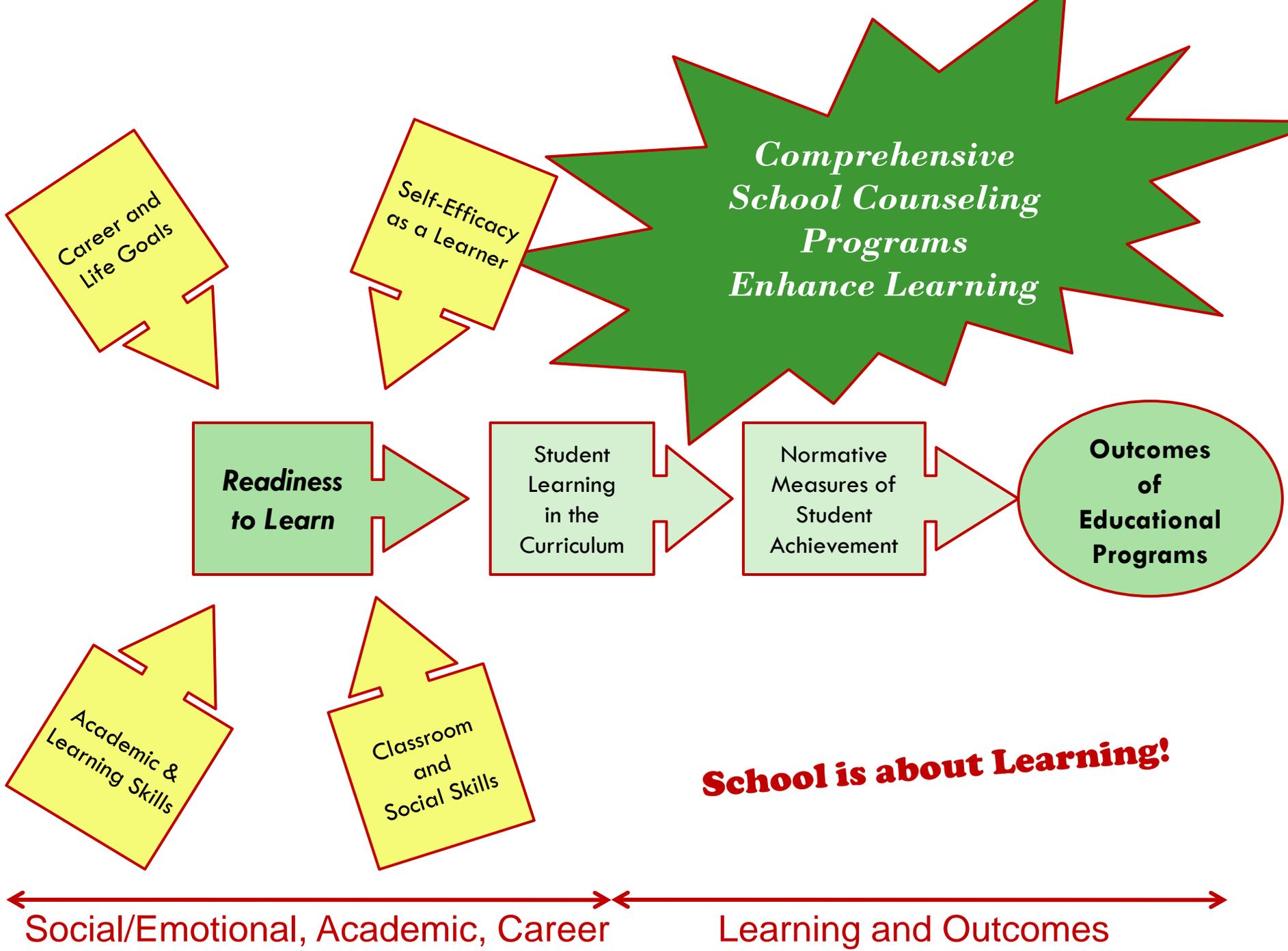
- Make a new friend (pair/share)
- Savanna = School Gazelle = Administrator
- Create the story
 - What can the tree represent?
 - Who could be the lions?
 - What can the Gazelle control?
 - How can the Gazelle avoid the tree(s) and stay a head of the lions?

<https://www.youtube.com/watch?v=enyRVAP94GM>

MSIP 5 Performance Standards

- **Academic Achievement**
- **Subgroup Achievement**
- **College and Career Readiness**
- **Attendance Rate**
- **Graduation Rate**





Think About It



How much would your test scores and MSIP5 performance accountability measures increase if all of your students improved their motivation and effort by a realistic amount?

What percentage of your students could improve their motivation and performance if they had more personal support?

School Counseling GLE's



Social/Emotional Development

1. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities
2. Interacting With Others in Ways That Respect Individual and Group Differences
3. Applying Personal Safety Skills and Coping Strategies

School Counseling GLE's



Academic Development

4. Applying Skills Needed for Educational Achievement
5. Applying the Skills of Transitioning Between Educational Levels
6. Developing and Monitoring Personal Educational Plan

School Counseling GLE's

Career Development

7. Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals
8. Knowing Where And How To Obtain Information About The World Of Work and Post-Secondary Training/Education
9. Applying Employment Readiness Skills And The Skills For On-The-Job Success

PLC - Corollary Questions

1. What do we expect our students to learn?
2. How will we know what our students have learned?
3. What will we do if our students are not learning?
4. What will we do if our students are learning?

DESE School Counseling Vision

...all schools will fully implement school counseling programs that support the **academic, career, and social/emotional** development of all students, leading them to **successful transitions** into post-secondary education or the workforce.

It's a K-12 Process!

Research

Results link lower student to school counselor ratios to better graduation rates and lower disciplinary incidents across Missouri high schools.

In high poverty schools, those schools that met the ASCA criteria of having at least one school counselor for every 250 students had better graduation and school attendance rates, and lower disciplinary incidents.

Value

Why should you invest time and resources?

Research validates common sense...

The program works!

"high schools that provided students better educational and career planning services (individual planning) as part of comprehensive guidance programs had significantly higher AYP scores."

Study: Missouri School Counselors Benefit All Students
Published 2007

Perspective

"It is interesting that school leaders are always looking for ways to help students learn and grow that they are willing to accept programs from outside the system to help but seldom look at the programs that already exist but are not being utilized properly."

Counselor Educator and Former High School Counselor

Big Picture

Make it real! Connect the Dots!

- MSIP5 Performance Standards
- District Improvement Plan
- Building Improvement Plan
- School Counseling **Program** Goals
- School Counselor Growth Plans
- Student Learning Objectives (SLO's)
- Student Needs – Individual and Collective

Impact the “whole child “

Perspective

- Program vs. Position
- Counselor as program leader
- Goal: 80% of counselor time spent on direct student services
- Barriers to Implementation (non-guidance duties)

“We’re not trying to get out of anything. We’re trying to get into something!” (The program)

Dr. Norman Gysbers
Professor, University of Missouri

Barriers to Implementation

Non-Guidance Duties: Anything interfering with school counselor's ability to implement program

- Diminishes effective and efficient use of time
- Detracts from achieving building/program goals
- Takes away from focus on children

Program defines duties

Barriers to Implementation

Non-Guidance vs. Fair Share

- Enrollment Paperwork
- Developing Master Schedule
- **Test Coordination**
- Core Data
- Clerical Work/Records
- Supervision
- Administering Discipline
- **Case Managing 504 & IEP's**
- Substitute Teaching
- Substitute Principal

Missouri Comprehensive School Counseling Program Elements

Organizational Framework

Areas/Content Standards

**Academic
Development**

**Social/Emotional
Development**

**Career
Development**

Structural Components

**Definition/
Philosophy**

Facilities

Advisory Council

**Guidance
Resources**

Staffing Patterns

Budget

Program Components

Curriculum

**Individual
Student
Planning**

**Responsive
Services**

System Support

Resources

**Human
Resources**

**Financial
Resources**

**Political
Resources**

Program Components

Suggested Distribution of Total Counselor Time

Counseling Curriculum
Individual Planning
Responsive Services
System Support

Elementary School	Middle/Jr High School	High School
35-45%	25-35%	15-25%
5-10	15-25	25-35
30-40	30-40	25-35
10-15	10-15	15-20
100%	100%	100%

80-85% of the time is spent in direct student services

School Counseling

[Home](#) » [College & Career Readiness](#)

The vision of the Guidance and Counseling Staff is to work with schools to help ensure that each school has a fully implemented comprehensive guidance and counseling program that supports the academic, career, and personal/social development of all students through the delivery of guidance curriculum, individual student planning, and responsive services. The program is managed and evaluated through system support activities that also support the on-going mission of the school.

Numerous resources are available to help implement guidance and counseling programs. In addition, the Guidance and Counseling section has developed a Guidance System of Support model to provide professional development opportunities for school counselors to collaborate, share, work together, and support one another in the development and enhancement of their guidance and counseling programs.

About Guidance and Counseling

The Need for Comprehensive Guidance and Counseling Programs



In the 21st century, the United States and the state of Missouri continue to undergo changes industrially, occupationally, socially, and economically. These changes are creating challenges for students in Missouri. A rapidly changing work place and

Program Components

- [School Counseling Curriculum and GLEs](#)
- [Individual Student Planning](#)
- [Responsive Services](#)
- [System Support](#)

Resources

- [Career Education Materials](#)
- [Certification](#)
- [Counselor Educators](#)
- [Evaluation](#)
- [Manuals, Guides, and Handbooks](#)
- [MSIP5](#)

Links

- [Career Educational Resources \(MCCE\)](#)
- [Missouri Connections](#)
- [Missouri School Counselor Association](#)

College & Career Readiness

- [Assessment](#)
- [Career Education](#)
- [Curriculum](#)
- [School Counseling](#)
 - [Administrators](#)
 - [Breaking Traditions](#)
 - [Career Videos](#)
 - [College and Career Consultants](#)
 - [Counselor Mentoring Program](#)
 - [Counseling Digest](#)
 - [Counseling Podcasts and Videos](#)
 - [Counseling \(Guidance\) System of Support Overview](#)
 - [New Counselor Institute](#)
 - [Recognition](#)
 - [Research](#)
 - [Resources and Links](#)
- [Student Health and Wellness](#)
- [LifeSmarts](#)



[Administrative Memos](#)



[Webinars](#)

Leadership and Support

- Your school counseling program will not develop any further than you cause or allow!
- For multiple reasons, administrators will benefit from a competent school counselor effectively implementing a comprehensive school counseling program.

Essential Questions

- Why should an administrator invest quality time in developing and evaluating the school counselor?
- What is the two-fold purpose of evaluating school counselors?

The Dual Purpose

Promote growth in **effective practice** that ultimately improves **student performance**.



Evaluation - Is it Working?

Program + Personnel = Results

- **Program Evaluation**: To what extent is the school counseling program fully implemented? (IIR)
- **Personnel Evaluation**: How effective is your school counselor? (Performance Based Evaluation)
- **Evaluating Results**: Are counseling activities making a difference?
Do they impact student performance? (PRoBE)

Personnel (Counselor) Evaluation

DESE website “Educator Evaluation”

- **Standards and Quality Indicators**
- Professional Frames – Evidence of Commitment, Practice, and Impact
- Protocol
- Growth Guide
- **Growth Plan**

Is your school counselor effective and learning?

Identify Standard and Quality Indicators

Quality Indicator selected should **align** with and **support**:

- ❑ MSIP5 Performance Standards
- ❑ District/School Improvement Plan
- ❑ Program defined counselor responsibilities
- ❑ School Counselor Program Improvement Plan (IIR)
- ❑ Unique personal growth and professional development
- ❑ Student Learning Objectives (SLO's)
- ❑ **Student needs** – individual and collective



“Growth Opportunities”

Mrs. Johnson



- Growth Guide Example Narrative
- Growth Plan Example
 - Standard
 - Quality Indicator

Counselor Growth Guide 1.2

Standard 1: Student Development

Quality Indicator 2: Counseling Theories and Interventions: The professional school counselor knows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions.



Emerging	Developing	Proficient	Distinguished				
<p>1E2) The emerging counselor...</p> <p>Begins to apply knowledge of counseling theories, techniques and strategies as they provide theory-based individual and small group counseling using developmentally and culturally appropriate interventions.</p>	<p>1D2) The developing counselor ...</p> <p>Consistently applies knowledge of counseling theories, techniques and strategies as they provide theory-based individual and small group counseling using developmentally and culturally appropriate interventions.</p>	<p>1P2) The proficient counselor also...</p> <p>Continues to provide theory-based, developmentally and culturally appropriate individual and small group counseling and periodically evaluates the impact of those interventions on identified student outcomes.</p>	<p>1S2) The distinguished counselor also...</p> <p>Consistently provides high quality individual and small group counseling interventions that result in positive student outcomes and provides leadership at the school, district, and/or state level which enables other counselors to develop high quality individual and small group counseling interventions and to evaluate the results of those interventions on identified student outcomes.</p>				
Professional Frames							
<p>Evidence of Commitment Counseling plans reflect consideration for best-practice and incorporate theory based techniques</p> <p>Evidence of Practice Alignment exists between counseling plans and intervention that is delivered</p> <p>Evidence of Impact Student outcomes are measured for the plan that was implemented.</p>	<p>Evidence of Commitment Counseling plans consistently reflect consideration for best-practice and incorporate theory based techniques</p> <p>Evidence of Practice Alignment exists between counseling plans and intervention that is delivered</p> <p>Evidence of Impact Student outcomes are measured for the plan that was implemented and outcomes are analyzed to determine impact on students</p>	<p>Evidence of Commitment Counseling plans are connected to desired student outcomes and reflect planned and intentional evaluation of student progress within a theory-based intervention.</p> <p>Evidence of Practice Implements planned and intentional evaluation of student progress within a theory-based intervention that is connected to desired student outcomes.</p> <p>Evidence of Impact Interventions are evaluated and there is evidence that students have reached desired outcomes of the intervention, and/or that outcomes informed further intervention.</p>	<p>Evidence of Commitment Counseling plans are connected to desired student outcomes and reflect planned and intentional evaluation of student progress within a theory-based intervention.</p> <p>Evidence of Practice Implements planned and intentional evaluation of student progress within a theory-based intervention that is connected to desired student outcomes; and advocates for and trains others to do the same.</p> <p>Evidence of Impact Interventions are consistently evaluated for outcomes and results are reported as part of program evaluation processes and used for intervention and program improvement.</p>				
Score = 0	1	2	3	4	5	6	7

Growth Opportunity

School Counselor Growth Plan

(Based on the Data Team Process Model)

Plan for:

Mrs. Johnson

3.4.15

Heaven Middle

2014-2015

Name

Date

School

Academic Year

Standard 1: Student Development (Quote)

Q.I. # 2: Counseling Theories and Interventions (Quote)

Standard Number and Name

Quality Indicator Number and Name

Indicator was selected
Indicator aligns to a CSIP and/or

Implementing theoretically sound counseling activities and interventions on a consistent basis will assist classroom efforts to improve student skills and behaviors, minimize barriers to learning, and reduce office referrals that should ultimately help students improve their performance on language arts assessments, which is an area of concentration for the sixth grade team.

<p>from the growth guide, determine strengths and a key opportunity for growth then becomes the priority – the FOCUS –</p>	<p>2. GOAL Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measurable, achievable, relevant, and timely. What will be the result indicators?</p>
	<p>4. RESULTS</p>

Growth Plan

1. FOCUS

Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.

Evidence of Impact (Quote from Growth Guide 1D2 - Developing)

Student outcomes are measured for the plan addressing small groups that was implemented and outcomes are analyzed to determine impact on students

Growth Opportunity (Consider addressing 1P2 - Proficient)

The focus connects to the Rationale above

2. GOAL

Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measurable, achievable, relevant, and timely. What will be the result indicators?

By April 15, the following positive changes in behaviors and performance will be realized for those students who participated in small groups during the fall semester:

1. Pre/post perception assessment survey data - teacher, student, (parents?) will indicate positive change of one point on the five point scale.
2. The number of office referrals for each student will decrease by 25%.
3. Language Arts quarter grades will improve by one full grade from first to third quarter
4. Individual Language Arts state assessment scale scores will improve by 35 points.

(Possible Option: Comparison of growth with students not in small group)

3. STRATEGY

Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.

1. Develop criteria and process to:
 - a. identify students
 - b. define small group purpose, process and expectations
 - c. communicate; administrators, teachers, students, parents
 - d. secure permission from students and parents
2. Create small group
 - a. learner outcomes
 - b. activities and materials
 - c. assessments
 - d. timeline
3. Collect and analyze student data
 - a. pre/post student and teacher (parent?) surveys
 - b. office referrals
 - c. Language Arts quarter grades
 - d. Language Arts state assessment results

Results and Growth Score

4. RESULTS

What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.

Determine if the defined goals stated in number 2 were achieved after all activities have been completed and data is collected

Signature of School Counselor

Signature of Evaluator

Baseline Score

Follow-Up Score

Growth Score

Results Base Evaluation

PRoBE = Partnerships In Results Based Evaluation

Using Relevant School Data to Determine the Impact of Your School
Counseling Program

Building Successful Futures

PHAAST

Is your school counselor making a difference?

Student Learning Objectives (SLO's)

- Same criteria and expectations as teachers
- Measures student **performance** over time
- Connected to and supports school, program, and growth plan goals and objectives
- Make it practical and of value
- Examples
 - Growth Plans - Mrs. Johnson
 - PRoBE Projects
 - **Your own**

Vision and Leadership

If you don't know where you are going, you probably aren't going to get there.

Yogi Berra

Rather than focusing on things and time, focus on preserving and enhancing **relationships** and on accomplishing **results**.

Stephen Covey

Catching students' energy and releasing their potential!

Cathy Kraemer

Thank you!



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