USING YOUR SCHOOL COUNSELOR TO ACHIEVE THE MOST IMPACT AND BEST RESULTS FOR YOUR STUDENTS, STAFF AND COMMUNITY

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WHAT DO SCHOOL COUNSELORS DO?

The role of the school counselor is not that of a POSITION.

Certified school counselors are trained to facilitate a comprehensive, K-12 PROGRAM that is based on the needs of the whole child...academic, social/emotional, and career. Most schools in Missouri use the Missouri Comprehensive School Counseling Program (MCSCP).

The program is designed for ALL students.

Fully implemented programs allow school counselors to do what they've been trained to do, and research has shown that schools having fully implemented programs enjoy better school climate, better test results, better attendance and better graduation rates.

DEFINITION OF MISSOURI COMPREHENSIVE SCHOOL COUNSELING PROGRAM (MCSCP)

A proactive and preventative school program that addresses social/emotional, academic, and career development of all students by providing K-12 Curriculum, K-12 Responsive Services, K-12 Individual (Educational) Planning, and a K-12 System Support (Management & PD). It is directly aligned with the National Model of the American School Counselor Association (ASCA).
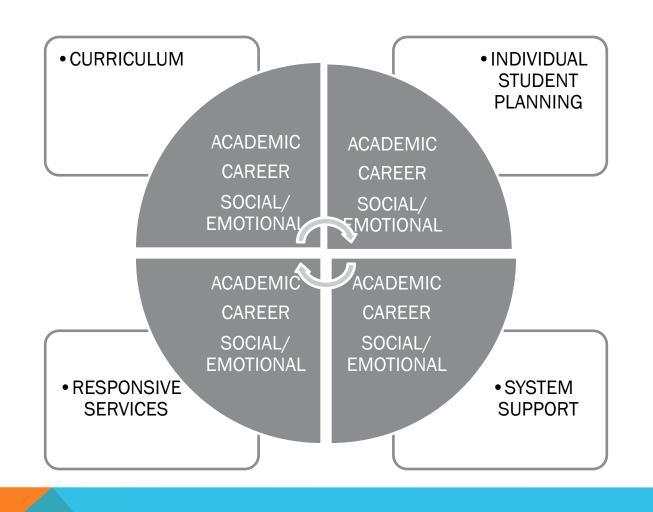
Understanding MCSCP

Understand the History

1984-88 Field-tested

1998 Revised

2004-2009 Revised Curriculum K-12 and developed GLEs

2012 to Present and Future Continuous Updating

MISSOURI K-12 COMPREHENSIVE SCHOOL COUNSELING PROGRAM

A Proactive, Systematic, Developmentally Designed Program for Schools, Helping Guide Students Through School

	Social/ Emotional	Academic	Career
Curriculum	Class Activities	Class Activities	Class Activities
Responsive Services	Individual Sm. Group	Individual Sm. Group	Individual Sm. Group
Individual Student Planning	Gather Self Info.	Gather Self Info.	Gather Self Info.
System Support	Prepare & Manage Program	Prepare & Manage Program	Prepare & Manage Program

MISSOURI COMPREHENSIVE SCHOOL COUNSELING TIME ON TASK

Curriculum
(direct services)

Responsive Services

Individual Student Planning

System Support

MISSOURI COMPREHENSIVE
SCHOOL COUNSELING PROGRAM CONTENT AREAS

Social/Emotional Development	Academic Development	Career Development
Character Education Bully Prevention Suicide Prevention Safe Schools Act Conflict Resolutions Social Skills	Study Skills Test Preparation Time Management Transitioning Learning Styles Test Score Interpretation	Career Exploration **Personal Plans of Study** Valuing All Work College Planning Job Seeking Skills Vocational Training Options

Social/Emotional

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

Academic

- Applying Skills Needed for Educational Achievement
- Applying the Skills of Transitioning Between Educational Levels
- Developing and Monitoring Personal Educational Plans

Career

- Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals
- Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training and Education
- Applying Employment Readiness Skills and the Skills for On-The-Job Success

School Counseling Grade Level Standards & Grade Level Expectations

THE CURRICULUM:

- Is the proactive piece of the program

- Is for ALL students

- The amount of time spent in curriculum delivery varies with the grade level of the student

- Can be presented by the counselors or in conjunction with classroom teachers

- Teaches important life skills for academic, social/emotional and career development

- Just like other content areas, the school counseling curriculum has content standards, grade level expectations, and 12th grade student outcomes

MISSOURI COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Curriculum

Responsive Services

Individual Student Planning

(direct services)

System Support

INDIVIDUAL STUDENT PLANNING

Counselors assist ALL students in managing their academic, social/emotional, and career development through:

Career Development Activities

Transitioning Activities

Appraisal for Decision Making Activities

INDIVIDUAL STUDENT PLANNING

A K-12 PROCESS FOR COLLEGE AND CAREER READINESS

Grades K-5	Grades 6-8	Grades 9-12
Career Awareness	Career Exploration	Career Planning
Transitioning	Transitioning	Transitioning
Appraisal for Decision Making	Appraisal for Decision Making	Appraisal for Decision Making

SCHOOL COUNSELORS

Help ALL students with transitions from:

- ❑ Home to School
- ❑ School to School
- ❑ Grade to Grade
- ❑ School to Post-Secondary/Work/Career

(Group orientations, transition plans, & personal plans of study with parent involvement)

MISSOURI COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Curriculum
(direct services)

Responsive
Services

(direct services)

Individual
Student Planning
(direct services)

System
Support

RESPONSIVE SERVICES (HELPING WITH DIFFICULTIES OR RESPONDING TO CRISIS)

Individual Counseling

Academic Issues

Social/Emotional Issues

Career Issues

Group Counseling

Academic Issues

Social/Emotional Issues

Career Issues

School Crisis Team

ACADEMIC Development

SOCIAL/ EMOTIONAL Development

CAREER Development

INDIVIDUAL COUNSELING IS:

Short-term Counseling

Solution-Focused

Using Research-based Problem-solving Techniques and Counseling
 Theories
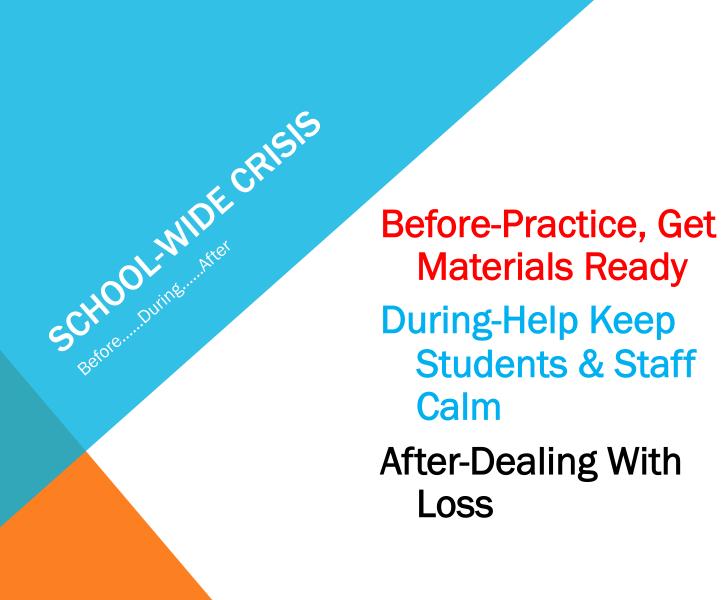
IT IS <u>NOT</u>:

Long-term counseling

Therapy

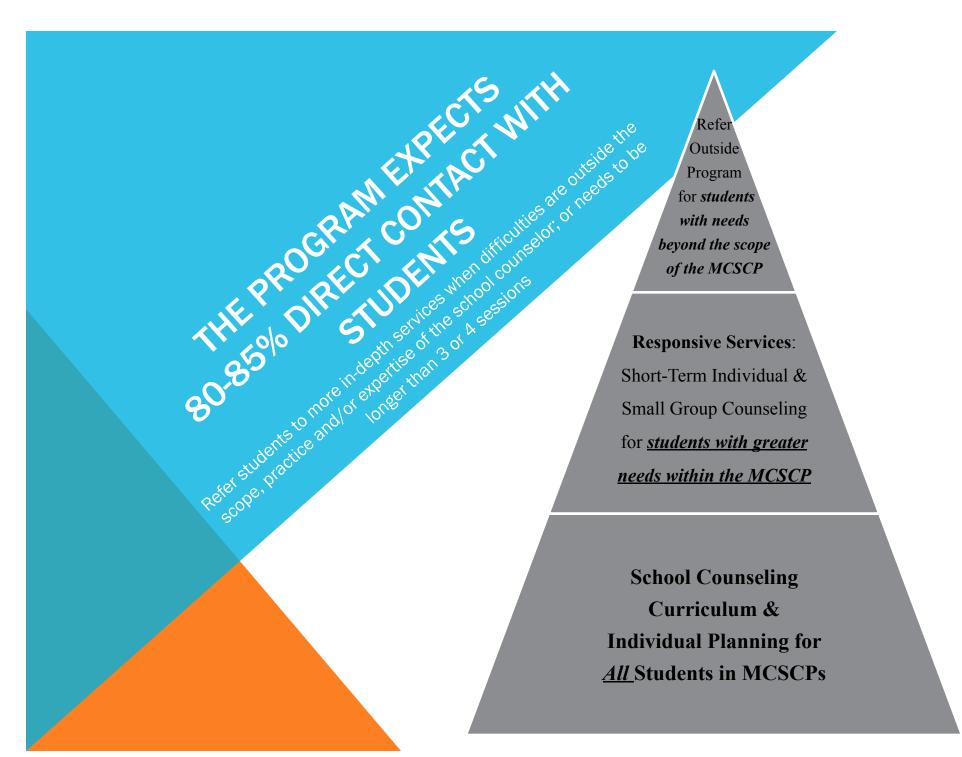For Issues Outside of the School Counselor's Scope of Practice &
 Expertise

RESPONSIVE SERVICES INCLUDE:

- Collaboration with staff, parents, outside agencies

- Referrals to outside agencies

- Working on a trauma-informed team

- RTI team member

- Consultation with other professionals

- 504/IEP team member (not the coordinator)

GROUP COUNSELING WORKING WITH 2 OR MORE STUDENTS WITH THE SAME CONCERN AT THE SAME TIME

- Based upon building/student need, as well as time

- Short-term (not more than 6-8 weeks)

- Within the school counselor's scope of practice & expertise

- Using Theoretical and Research-based Problem-solving Group Techniques (Using group dynamics to help address the issue or concern-this includes identifying appropriate members of the group, organizing the group activities, and evaluating progress.)

SCHOOL-WIDE CRISIS

Before......During......After

Before-Practice, Get Materials Ready

During-Help Keep Students & Staff Calm

After-Dealing With Loss

THE PROGRAM EXPECTS 80-85% DIRECT CONTACT WITH STUDENTS

Refer students to more in-depth services when difficulties are outside the scope, practice and/or expertise of the school counselor; or needs to be longer than 3 or 4 sessions

Refer Outside Program for *students with needs beyond the scope of the MCSCP*

Responsive Services: Short-Term Individual & Small Group Counseling for *students with greater needs within the MCSCP*

School Counseling Curriculum & Individual Planning for *All* Students in MCSCPs

MISSOURI COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Curriculum

Responsive Services

Individual Planning

System Support

SYSTEM SUPPORT
Management of the Program

Organization (School Calendar)

Planning (Lessons, programs, etc.)

Professional Development (appropriate for program)

District & School Committee Work

Planning Survey (school specific)

Data Analysis & Research (attendance, test scores, referrals, etc...)

Evaluation (IIR & PBE for Counselors)

VALUABLE RESOURCES FOR ADMINISTRATORS FROM DESE SCHOOL COUNSELING

INTERNAL IMPROVEMENT REVIEW DOCUMENT (IIR)

TIME ON TASK

SCHOOL COUNSELOR PERFORMANCE BASED EVALUATION

THE INTERNAL IMPROVEMENT REVIEW DOCUMENT (IIR) IS A VALUABLE RESOURCE THAT LOOKS AT EVERY FACET OF A SCHOOL COUNSELING PROGRAM AND MAKES CLEAR THE AREAS OF STRENGTH AND THOSE NEEDING ADJUSTMENT. IT IS A GREAT TOOL FOR IMPROVING THE SERVICES OF SCHOOL COUNSELING PROGRAMS.

Sample Section of IIR

Overview Element	4-Full Implementation	3-Substantial Imp	2-Moderate Imp	1-Minimal/No Imp		
1A. The Comprehensive Guidance And Counseling Program (CGCP) is integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP is **fully** integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP is **substantially** integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP is **partially** integrated with other educational programs to support the success of the overall vision and mission of the district.	The CGCP **is not** integrated with other educational programs to support the success of the overall vision and mission of the district.	1a	
1B. The CGCP overview, found within the manual, includes a written definition, philosophy, and relevant school board policy related to guidance programs.	The CGCP overview includes **all** of the following: 1.A written definition 2.A philosophy 3.A relevant school board policy related to guidance programs.	The CGCP overview includes **two** of the following: 1.A written definition 2.A philosophy 3.A relevant school board policy related to guidance programs	The CGCP overview includes **one** of the following: 1.A written definition 2.A philosophy 3.A relevant school board policy related to guidance programs	The CGCP overview includes **none** of the following: 1.A written definition 2.A philosophy 3.A relevant school board policy related to guidance programs	1b	
1C. The CGCP overview, found within the manual, describes both structural and program components.	The CGCP overview **fully** describes both structural and program components.	The CGCP overview **fully** describes **either** structural **or** program components.	The CGCP overview **partially** describes **either** structural **or** program components.	The CGCP overview **does not describe** structural and program components.	1c	
1D. The CGCP overview, found within the manual, contains job descriptions for professional school counselors consistent with program components of the CGCP.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with program components of the CGCP at **all** levels.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with program components of the CGCP at **most** levels.	The comprehensive guidance program overview contains job descriptions for professional school counselors consistent with program components of the CGCP at **one** level.	The comprehensive guidance program overview **does not contain** job descriptions for professional school counselors that are consistent with program components of the CGCP.	1d	

TIME ON TASK

REPRESENTATION OF HOW SCHOOL COUNSELORS ARE SPENDING THEIR TIME WITHIN THE VARIOUS COMPONENTS OF THE PROGRAM

PROGRAM HAS STATE-SUGGESTED RANGES OF PERCENTAGES OF TIME FOR EACH COMPONENT, ACCORDING TO LEVEL OF STUDENT

COMPLETED ONCE A MONTH EACH SEMESTER, THE TOTALS GIVE THE COUNSELOR AND ADMINISTRATOR A GOOD IDEA OF THE AREAS OF STRENGTH AND THOSE NEEDING ADJUSTMENT TO MORE FULLY MEET THE NEEDS OF THE STUDENTS

PERFORMANCE-BASED EVALUATION

Available on the DESE website under Departments: College and Career Readiness;
Go to Resources

Evaluation is based upon expected outcomes of school counselors facilitating a
comprehensive program

It is scored on a continuum of ability in practice, and is relevant to the expected
outcomes of a practicing school counselor

MISSOURI COMPREHENSIVE SCHOOL COUNSELING PROGRAM FOR ALL STUDENTS

Curriculum

Responsive Services

Individual Planning

System Support

BARRIERS TO IMPLEMENTATION OF MCSCP AND THE EFFECTIVENESS OF THE SCHOOL COUNSELOR

- Lack of understanding & support by/about the program by stakeholders

- Being assigned non-school counseling duties

- Covering for absent teachers

- Disciplinarians

- Facilitating the school-wide testing program

- Lack of resources

- Resistance of the shift from services for a few to services for all

- Being written into IEPs 504 Coordinator

- Irregular communication with the administrator

- Inappropriate Evaluation Instrument (i.e. Teacher Evaluation Instrument)

RESEARCH HAS SHOWN:

Found in schools (high schools) with more fully implemented CSCP:

- higher 11th grade MAP Communication Arts test scores

- higher graduation rates

- better attendance (also found this in middle schools)

- fewer discipline problems (also found this in middle schools)

(Lapan, Gysbers, & Kayson, 2006)

LEADERSHIP

FOR K-12 COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

Benefits *For Administrators*

Enhances ALL students' academic performance; career and social /emotional development

Provides a clearly defined organizational structure for the CSCP

Establishes a clearly defined job description for school counselors

Provides a way to supervise and evaluate the program and school counselors

Inspires administrative leadership for CSCP implementation and evaluation

Meets Missouri School Improvement Program standards for CSCP

Provides a means of accountability through use of data

QUESTIONS??