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School Counseling

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SCHOOL COUNSELING

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The primary role of professional school counselors (PSCs) is to promote the academic, career, and personal/social development of students in PK-12 educational settings (American School Counselor Association [ASCA], n.d.). PSCs are called to reach *all* students by providing services via a well-designed comprehensive school counseling program (CSCP) that parallels the ASCA National Model (ASCA, 2012). In such a way, PSCs ensure that students are systematically provided with services in all three developmental domains (personal/social, academic, and career) via direct services such as individual counseling, small group counseling, and classroom guidance, as well as through indirect methods such as consultation, coordination, leadership, advocacy, and the use of data (ASCA, 2012).

To design, implement, and manage an effective CSCP, the PSC must collaborate with key stakeholders in their school community (e.g., administrators, teachers, parents, and support staff) to identify the needs of students and foster a unified commitment to a common set of goals. PSCs then act as key members of the educational team and help lead school transformation by following ethical standards, using data to remain accountable, and managing a CSCP intentionally designed to target the student development goals identified by the stakeholder group.

With an increasingly diverse student population, another critical element to effective and ethical school counseling is the need for multicultural counseling. Professional school counselors are charged with the responsibility of understanding and continuing to focus on multicultural issues within their school systems and within the world so they can be social advocates for all youth, families, and the school community. Multicultural counseling competence is an area that needs constant professional development as our country's fabric is continually transforming and changing. It is critical that professional school counselors develop strategies and interventions based on data. In the event data reveals gaps in service or access to specific student populations, then the PSC must utilize their advocacy skills to ensure these student groups' needs are being met.

Given the complexity of the job, it should come as no surprise to counselor educators that preparing future PSCs is a challenging task – one that requires over 30 CACREP specialty standards. In addition, school counseling is a fast-changing profession that must quickly respond to the needs of students and families, while also sharing the burdens of school accountability that impact other K-12 educators. As such, in addition to preparing future PSCs according to the CACREP standards, counselor educators must be keenly aware of current trends in education and student development, as well as complementary standards and best

practices for PSC training put forth by influential organizations such as ASCA (2012), Education Trust (n.d.), and The College Board's National Office for School Counselor Advocacy (NOSCA, 2010). To put it simply, there is no shortage of material to cover in a Masters-level training program in school counseling; the real challenge is developing ways to address the most critical standards.

Candidate Portfolio

Learning Outcomes Assessed: SC 1.D, 2.F, 2.G, 2.I, 2.P, 3.T, 3.U, 3.V, 3.W, 3.Y, 3.BB, 3.EE

Instructions

Throughout your clinical experiences, you will create a portfolio demonstrating your competency in the following areas related to CACREP's school counseling standards:

1. Demonstrate the ability to articulate and model an appropriate school counselor identity (1.D, 2.F, 2.P).
2. Develop, implement, and evaluate a developmental guidance lesson for students (3.T, 3.EE)
3. Develop, implement, and evaluate a student academic intervention to promote educational improvement for students (3.U, 3.EE).
4. Develop, implement and evaluate a career development activity to promote career information and/or awareness for students (3.V, 3.EE).
5. Demonstrate the ability to provide group counseling for those students experiencing academic and/or personal/social problems that interfere with learning (3.W, 3.Y, 3.EE).
6. Demonstrate the ability to provide crisis intervention in a school setting (2.I)
7. Demonstrate ability to address multicultural counseling issues, including possible effects of ability levels, language, culture, race, stereotyping, family, socioeconomic status, gender and sexual identity (3.BB, 3.EE).
8. Demonstrate ability to work with parents, guardians, and families to act on behalf of their children to address challenges that affect student success in school (2.G, 3.EE)

Portfolios must address the following components for each of the eight competency areas:

- A. Description: Describe in detail the activity/program/event.

B. Artifacts: Provide artifacts (limit 2) that support or verify the activity/program/ event. Examples include lesson plans, name badges, emails from a teacher, etc.

*Artifacts are not required for area #6 (Crisis Intervention)

C. Use of data: Describe how you used data to plan and evaluate your intervention (3.EE). How did you determine there was a need for this activity/program/event? How did you measure its effectiveness? Provide copies of tests/assessments, raw data, and results of data analysis as available. Post-test only data is acceptable, but perception (pre/post-test) OR outcome data is preferred.

*Data is not required for areas #1 (Counselor Identity) and #6 (Crisis Intervention)

D. Reflection: Thoroughly reflect on each area, including the impact your work had on students and your school counselor identity.

Assessment Tool

Description of Ratings

1 = Emerging (needs improvement)

Performance and supporting evidence indicate that the student does not yet appear to understand the underlying concepts of the standard and/or has not demonstrated application of the standard in an educational setting

2 = Proficient (meets expectations)

Performance and supporting evidence indicate that the student clearly understands the underlying concepts of the standard and has demonstrated sound, appropriate application in an educational setting.

3 = Distinguished (exceptional)

This rating is reserved for those who have clearly demonstrated exceptional mastery of the standard based on the depth and clarity of their portfolio reflections and the strength of their supporting evidence.

Components of Each Area

A. Description B. Artifacts C. Use of Data D. Reflection

Ratings in Each Area

1. Demonstrate the ability to articulate and model an appropriate school counselor identity.

A. ____ B. ____ C. N/A D. ____

2. Develop, implement, and evaluate a developmental guidance lesson for students.

A. ____ B. ____ C. ____ D. ____

3. Develop, implement, and evaluate a student academic intervention to promote educational improvement for students.

A. ____ B. ____ C. ____ D. ____

4. Develop, implement and evaluate a career development activity to promote career information and/or awareness for students.

A. ____ B. ____ C. ____ D. ____

5. Demonstrate the ability to provide group counseling for those students experiencing academic and/or personal/social problems that interfere with learning.

A. ____ B. ____ C. ____ D. ____

6. Demonstrate the ability to provide crisis intervention when appropriate.

A. ____ B. N/A C. N/A D. ____

7. Demonstrate ability to address multicultural counseling issues, including possible effects of ability levels, culture, race, stereotyping, family, socioeconomic status, gender and sexual identity.

A. ____ B. ____ C. ____ D. ____

8. Demonstrate ability to work with parents, guardians, and families to act on behalf of their children to address challenges that affect student success in school.

A. ____ B. ____ C. ____ D. ____

Digital Storytelling Project

Learning Outcomes Assessed: SC 2.F, 2.P, 2.Q

Instructions

Develop/design a digital project describing and explaining your unique counseling identity, including your philosophy, outlook, and expectations as a future professional school counselor based on what you learned in this course. At a minimum, you must include the following: discussion of your SC identity (components above); reflection on growth this semester; stance on at least one important ethical issue (informed consent, confidentiality, abuse/neglect, etc.); roles and responsibilities of a school counselor; dispositions/attitudes you will display as a school counselor; & reflection on ED 553. Examples will be provided, but try to make this unique to you – and be creative!

Assessment Tool

Digital Storytelling Presentation

Standard Addressed	Exemplary	Satisfactory	Unacceptable
<p>DRAMATIC QUESTION / COUNSELOR IDENTITY</p> <p>SC 2.F</p>	<ul style="list-style-type: none"> · A meaningful dramatic question (counselor identity) is asked and answered within the context of the story. · Clearly articulates appropriate school counselor identity, including appropriate roles and responsibilities · Demonstrates understanding of role of advocacy in PSC 	<ul style="list-style-type: none"> · A dramatic question (counselor identity) is hinted at but not clearly established within the context of the story. · School counselor identity somewhat unclear and/or includes some inappropriate roles/responsibilities · Missing vital roles/components of an effective PSC 	<ul style="list-style-type: none"> · Little or no attempt is made to pose a dramatic question (counselor identity) or answer it. · School counselor identity is completely unclear and/or includes many inappropriate roles/responsibilities · Does not communicate the need for advocacy in role of PSC
<p>LEGAL/ETHICAL ISSUE</p> <p>SC 2.Q</p>	<ul style="list-style-type: none"> · Mentions at least one important ethical issue that may be encountered as a PSC · Provides stance on that ethical issue · Sound reasoning and evidence for the stance is provided 	<ul style="list-style-type: none"> · Mentions at least one important ethical issue that may be encountered as a PSC, BUT · Provides a minimal stance on that issue, OR · Gives only minimal reasoning and evidence for the stance is provided 	<ul style="list-style-type: none"> · Does not mention an important ethical issue that may be encountered as a PSC, OR · Does not provide a stance on that ethical issue, OR · Does not provide sound reasoning and evidence for the stance
<p>PROFESSIONAL CONTENT</p> <p>SC 2.P</p>	<ul style="list-style-type: none"> · Story references importance of appropriate professional organizations 	<ul style="list-style-type: none"> · Story references 1 professional organization · Creator does not mention credentials 	<ul style="list-style-type: none"> · Story does not include knowledge of professional organizations · Creator does not

	<ul style="list-style-type: none"> · Creator articulates the credentials required to become a PSC 	required	mention credentials required
REFLECTION ON GROWTH	<ul style="list-style-type: none"> · Includes meaningful discussion of growth experienced this semester 	<ul style="list-style-type: none"> · Includes some discussion of growth this semester 	<ul style="list-style-type: none"> · Little to no discussion of growth this semester
<p>PRESENTATION ELEMENTS</p> <p>Voice Over</p> <p>Images</p> <p>Meaningful Audio</p> <p>Soundtrack</p> <p>Length</p>	<ul style="list-style-type: none"> · Voiceover is meaningful and helps the audience “get into” the story; matches slides/images well. · Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. · Music stirs a rich emotional response that matches the story line well. Images coordinated with the music. · The story is told with exactly the right amount of detail throughout. It does not seem too short nor does 	<ul style="list-style-type: none"> · Voice over is sometimes meaningful, but audience is not consistently engaged. · Sometimes noticeable that the pacing does not fit the story line. · An attempt was made to use images to create an atmosphere/tone, but it needed more work. Image choice is logical. · Music is OK: not distracting, but it does not add much to the story. Not coordinated with images. · The story needs more editing. It is noticeably long or short in more than one section. 	<ul style="list-style-type: none"> · Voice over was not meaningful or did not connect with the story line or the audience. · Frequently did not match slides/fit storyline · Little or no attempt to use images to create an appropriate atmosphere/tone. · Music is distracting, inappropriate, OR not used. · The story needs extensive editing. It is too long or too short to be interesting.

	it seem too long.		
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Comprehensive School Counseling Program (CSCP) Project

Learning Outcomes Assessed: SC 1.B, 1.D, 2.F, 2.H, 2.J, 2.N, 3.R, 3.S, 3.T, 3.U, 3.BB, 3.CC, 3.EE, 3.FF.

Instructions

This group project is intended to provide you with the experience of designing a comprehensive school counseling program. This project includes but is not limited to: defining a vision & mission statement, program goals and objectives, the use of data to plan and assess programs, designing curriculum, lesson planning, classroom guidance delivery, and collaboration. The collaborative project also incorporates critical thinking, problem solving, leadership and advocacy skills. The purpose of the assignment is for student counselors to work together in a problem-based learning environment to develop a sample comprehensive developmental guidance program.

During this project, you will need to find data about a school, as well as statements from various stakeholders about certain concerns and needs and issues of finances and community activity. The program should nest within the following parameters: student developmental level, ASCA Standards and state level standards, and the assigned school's and community's needs.

Comprehensive School Guidance Counseling Plan/Program will includes:

- ❖ School Name
- ❖ School Demographics/Information
 - Provide the reader an overview of your school and school community
 - Snapshot of school data (# of students, student-teacher ratio, SES/free/reduced lunch, Gender, graduation rate, etc.) This snapshot will help frame your proposed plan.
- ❖ Vision Statement
- ❖ Mission Statement
- ❖ Benefits Statement/Philosophy/Beliefs
- ❖ Advisory Council Roster
 - Who should be on the advisory council? Titles/Roles of an "ideal" advisory council.
- ❖ Data Reports: Your assigned school has collected the following information in each of these categories. You need to provide baseline data for a specified group of students (i.e., 9th grade).
 - Achievement
 - Student Choice
 - Guidance
 - Counseling
- ❖ Program Priorities (at least 2 within each area): After your team spends time analyzing the data reports, the team should discuss and decide on a

minimum of 2 priorities per area. Priorities are areas of “concern” that your team has decided need to be further addressed in your school. These priorities would be based on the gaps that were discovered in the data.

- Achievement: Example: Graduation rates
- Student Choice: Example: # of ESL students enrolled in AP courses
- Guidance: Example: # of students that have successfully completed 4-year plan. (typically academic and/or career domain)
- Counseling: Example: Social/Emotional: # of students self-reported need for anger management
- ❖ Goals: Using the Program Priorities, the team will decide on 2 goals within each area. These goals should be SMART (Specific, Measurable, Attainable, Realistic, Time-oriented).
 - Achievement
 - Student Choice
 - ❖ Guidance
 - Counseling
- ❖ Guidance Activities
 - Lesson Plans (career, academic, social/emotional)-what goal does this address? Your group needs to select one of the goals developed and create a guidance unit to address this goal. You will need at least 4 lessons for this unit. Each lesson should build upon the previous lesson. Remember these lessons do NOT always need to be administered by the PSC...think of other parties that could be involved (teacher, parent, community member)
 - Narrative on each lesson plan: Please discuss learning styles/developmental assets/Multiple Intelligences/classroom management plans for this unit and your teaching of the guidance curriculum.
- ❖ Counseling Activities
 - What group/individual counseling and/or peer facilitation do you foresee needed and what goal(s) would be addressed? Please discuss what counseling activities your council deems appropriate and an overall plan of how these activities will be accomplished. (Narrative only)
- ❖ Social Justice Activity: Select a problem or issue that you found apparent within the school that highlights an inequity in access (base this decision on data). You will provide that topic to the instructor for approval before you begin. Example: Disproportionality within discipline or student choices, School failure, etc.
 - Briefly discuss how you would conduct additional student needs assessment for that topic. Next create a needs assessment to be used (students, parents, teachers/staff, community). This needs assessment should connect with the information that you desire to gain.
 - Develop one prevention activity and one intervention activity you would recommend, and outline how you would conduct an outcomes assessment for each of the activities you just identified.
 - Discuss the school-wide implications, including presenting a school-wide advocacy plan and a plan for a teacher in-service.

- Evaluate the legal and ethical issues of that topic
- Discuss the insights you have gained in terms of systemic issues relative to that topic (in terms of families, schools, & communities)
- ❖ Narrative Descriptions: How will your program address the following?
 - You need to provide a **brief** narrative explaining the PSC role each of the following components.
 - Counseling Services
 - Consultation Services
 - Referral Services
 - Crisis Response Role
 - Student Assistance Team Role
 - School Improvement Role
 - Role in closing achievement gaps
 - Role as advocate for individual students
 - How school counselor networks with school personnel
 - How school counselor networks with community
 - How school counselor networks with profession (professional development)
- ❖ Other items
 - Counseling Calendar: Include at least 4 activities per month
 - One MEASURE document completed; Show one of the activities that you would recommend to address one of the identified goals of your plan
 - Need to include a template you will use for your self study/program audit
 - Time use document; ask the school counselor at your assigned school to track their time for at least one day

Assessment Tool

Comprehensive School Counseling Program (CSCP) Project

Final Project Rubric	Exemplary	Satisfactory	Unacceptable
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<p>FOUNDATIONAL PRINCIPLES</p> <p>SC 1.B, 2.F, 2.H, 3.R, 3.U</p>	<ul style="list-style-type: none"> • Project thoroughly and clearly articulates a comprehensive model of school counseling based on ASCA National Model • Clear mission, vision, and beliefs statement (philosophy) • Project clearly demonstrates the importance of PSC role in through development of a CSCP and the overall academic mission of the school 	<ul style="list-style-type: none"> • Project somewhat articulates a comprehensive model of school counseling based on ASCA National Model • Mission, vision, and beliefs statement (philosophy) included- missing some key language • Project somewhat demonstrates the importance of PSC role in through development of a CSCP and the overall academic mission of the school 	<ul style="list-style-type: none"> • Project missing multiple elements to articulate a comprehensive model of school counseling based ASCA National Model • Unclear mission, vision, and beliefs statement (philosophy)-or missing these elements • Project does not demonstrate the importance of PSC role in through development of a CSCP and the overall academic mission of the school
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<p>DELIVERY PRINCIPLES</p> <p>Program Priorities/Goals SC 1.D, 3.T, 3.U, 3.BB, 3.CC</p>	<ul style="list-style-type: none"> • Project includes guidance unit addressing one of the 3 domains-at least 4 lessons included; lesson plans are comprehensive; included crosswalking standards; differentiated instruction discussed; assessments included • Professional development topic planned and linked to overall goal of CSCP • Counseling: group/individual counseling and/or peer facilitation discussed; needs and goal link to program goals/priorities; overall plan of how these activities will be accomplished clearly explained • Activities within the Delivery system are designed clearly and link to program priorities/goals-that will impact student achievement and closing achievement gap and promoting for academic success for ALL students 	<ul style="list-style-type: none"> • Project includes guidance unit addressing one of the 3 domains-at least 3 lessons included; lesson plans vaguely cover items listed; missing some components such as crosswalking standards, differentiated instruction suggestions, and/or assessments • Professional development topic briefly discussed/planned and does not directly link to overall goal of CSCP • Counseling: group/individual counseling and/or peer facilitation discussed; not a clear linkage to the needs and goals of CSCP • Activities within the Delivery system are designed and somewhat link to program priorities/goals-that will impact student achievement and closing achievement gap and promoting for academic success for ALL students 	<ul style="list-style-type: none"> • Project missing key elements of guidance unit addressing one of the 3 domains- lesson plans are missing or lack multiple components required • Missing key elements of the professional development topic/plan; no clear link to overall program goal • Missing key elements of the ways in which to address counseling goals/activities • Activities within the Delivery system do not link to CSCP program
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<p>MANAGEMENT PRINCIPLES Data SC 2.J, 3.BB, 3.CC, 3.EE, 3.FF</p>	<ul style="list-style-type: none"> • Uses data in a meaningful way; includes appropriate data charts and clearly links data to overall program • Comprehensive advisory council • Management agreements ensure effective implementation of the delivery system • Clearly defined program priorities and goals; goals linked directly to student achievement and closing achievement gap and promoting for academic success for ALL students • Comprehensive action plans included • Time use study explained; template included; thorough explanation of suggested use of time to effectively implement CSCP • Calendar included with activities listed 	<ul style="list-style-type: none"> • Uses data; includes appropriate data charts and somewhat links data to overall program • Suggested advisory council-lacking some key players • Management agreements somewhat describe effective implementation of the delivery system • Program priorities and goals somewhat defined; goals are somewhat linked to student achievement and closing achievement gap • Action Plans included – missing some elements • Time use study explained; template included; brief explanation of suggested use of time to effectively implement CSCP • Calendar included – missing activities 	<ul style="list-style-type: none"> • Data is not used in a meaningful way; missing appropriate data charts; data does not link to overall program • Advisory council not well done, missing multiple key players • Missing management agreements • Unclear program priorities and goals; goals do not directly link to student achievement and closing achievement gap • Missing action plans or action plans missing multiple elements for effectiveness • Missing time use study information • No calendar included
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<p>ACCOUNTABILITY, COLLABORATION & LEADERSHIP SC 2.F, 2.H, 2.N, 3.CC, 3.EE, 3.FF</p>	<ul style="list-style-type: none"> • Thorough discussion of Program Audit and template to be used included • MEASURE document fully explained and linked to program effectiveness; includes clear vision of collaboration with multiple parties • Program components clearly identify PSC leadership in school community including curriculum development, implementation and ways in which CSCP will be reviewed to demonstrate effectiveness 	<ul style="list-style-type: none"> • Brief discussion of Program Audit and template to be used included • MEASURE document explained and somewhat linked to program effectiveness; brief discussion of collaboration with some parties • Program components somewhat identify PSC leadership in school community including curriculum development, implementation and ways in which CSCP will be reviewed to demonstrate effectiveness 	<ul style="list-style-type: none"> • Lack of discussion of Program Audit and template to be used is missing • MEASURE missing key elements; unable to link to program effectiveness; unclear of collaboration with other parties • Program components lack a vision of PSC leadership in school community; not able to identify how PSC would be involved in curriculum development, implementation and ways in which CSCP will be reviewed to demonstrate effectiveness
<p>ADVOCACY, SYSTEMIC CHANGE, NARRATIVE RESPONSES SC 2.J, 3.S, 3.BB</p>	<ul style="list-style-type: none"> • Advocacy initiative(s) clearly connect with program proposed; clear rationale • In-depth narrative responses that fully explain each item • PSC fully engaged in design, implementation, management, and evaluation of a comprehensive developmental school counseling program 	<ul style="list-style-type: none"> • Advocacy initiative(s) somewhat connected with program proposed; rationale briefly explained • Narrative responses that somewhat explain each item • PSC partially engaged in design, implementation, management, and evaluation of a comprehensive developmental school counseling program 	<ul style="list-style-type: none"> • Advocacy initiative(s) did not connect with program proposed; lacks rationale • Narrative responses lack clarity and depth • PSC lack of engagement in design, implementation, management, and evaluation of a comprehensive developmental school counseling program

References & Resources for Further Study

- American School Counselor Association (n.d.). The Role of the Professional School Counselor. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/home/RoleStatement.pdf>
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