

Maximizing ASCA's Essential Skills

ISCA 2017

Advocacy Leadership Collaboration Systemic Change



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Aligned School Counselor Competencies

- Serves as a leader in the school and community to promote and support student success (I-B-2).
- Advocates for student success (I-B-3).
- Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success (I-B-4).
- Acts as a systems change agent to create an environment promoting and supporting student success (I-B-5).

ASCA incorporates the four themes as part of the framework of the ASCA National Model. Their repeated border around the National Model graphic indicates the importance of these "essential skills" as part of the school counselor's work. Through application of these "essential skills" as a part of a comprehensive school counseling program, SC promote student achievement and systemic change that ensures equity and access to rigorous education for every student.

Thinking beyond the delivery of direct and indirect services, consider how your SCP intentionally employs leadership, advocacy and collaboration skills and how that benefits students.

The Big Questions:

* How does your school's comprehensive SCP use leadership, advocacy and collaboration to create systemic change for the benefit of students? What could your next steps be?

* **Twofold:** How do you provide a platform for students to lead, advocate and collaborate to create positive change for the benefit of their peers?

Leadership

Leadership is essential for SC as they develop and manage a SCP. The other themes require leadership to some degree, therefore leadership may be the foundation of the other essential skills needed for program implementation.

School Counseling leadership:

- * supports academic achievement and student development
- * advances effective delivery of the comprehensive SCP
- * promotes professional identity
- * overcomes challenges of role inconsistency

Bolman and Deal identified four leadership contexts:

- 1. Structural leadership** - the building of viable organizations (foundation, implementation, analyzing results)
- 2. Human Resource leadership** - the empowerment and inspiration of followers (beliefs, vision, mission, accessibility and instruction)
- 3. Political leadership** - the use of interpersonal and organizational power (linking with stakeholders, participation in district/building committees and advocacy)
- 4. Symbolic leadership** - the interpretation and reinterpretation of the meaning of change (role-modeling, self-care and adhering to ethical stds.)

Leadership



Leadership enhances SC's ability to implement and sustain data-driven comprehensive SCP. SC as leaders are skilled at counseling, advocating, teaming and collaborating using data to promote student success.

Utilizing effective SC leadership requires:

- * visionary thinking
- * challenging inequities
- * shared decision-making
- * collaborative processing
- * modeling excellence
- * a courageous stance

Leadership and foundation
Leadership and management
Leadership and delivery
Leadership and accountability

Leadership



Ideas for self:

- Building Leadership Team
- District Committees
- Present as PD for staff
- Present as PD for counselors
- Present program components to school board
- Consider RAMPing

Ideas for students:

- Student leadership groups
- Peer mentors
- Student-led initiatives
- Student-led lessons and classroom discussion

Criterion	Highly Effective <small>*Includes content in Effective</small>	Effective	Developing of Needs Improvement	Ineffective
Leadership	Actively involved in teams of building/district level. Visible in community groups and activities. Demonstrates personal and professional qualities and skills of effective leaders.	Viewed by peers and community as a building leader. Participates in building-based plans to promote student achievement.	Knowledgeable about student achievement goals and individual student progress toward those goals.	Fails to see connection between the work of the counselor and the student achievement goals of the building or district.

Advocacy

SC key role is advocating for the academic achievement for every student and leading the efforts to ensure every student meets high academic, career, personal/social standards throughout their K-12 experience. SC believe, support and promote every student's opportunity to achieve success in school.

When analyzing data, SC may realize the "intervention" students need is not a small group or indiv. counseling but rather the SC's advocacy to change an existing educational policy, procedure or practice that may be contributing to student inequities and denying students access to opportunities. Socially just interventions for system change can have a great impact on students, at times more than indiv. counseling and small group counseling alone.



Advocacy

Examples of system change issues:

- * Disproportionate discipline rates for boys, students of color, students with disabilities
- * Low percentages of poor/working class students taking college placement exams
- * Disproportionate # of students of color or males suspended/expelled
- * High # of bilingual students scoring low on state exams
- * Boys of color overrepresented in special education
- * Underrepresentation of students of color in advanced courses
- * Race, social class, and gender gaps in students graduating college-eligible

SC use data to determine which students require academic or behavioral interventions and ensure interventions for high-needs students and underrepresented groups.

Data Sources:

- * Critical absence report
- * Iowa Assessments
- * Annual discipline report
- * Average daily attendance report
- * Quarterly grade report
- * Final grades report
- * D/F letter grade report
- * At-risk report
- * Disciplinary summary report
- * Positive behavior intervention and strategies (PBIS) data reports
- * AP exam report
- * Freshman-on-track report
- * Grade-level retention report
- * Graduation rate
- * Individual student transcripts
- * ACT score reports
- * School data profile

Advocacy

Top 10 Levels of Advocacy

- 1. Student Advocacy** - How are students different because of your SCP?
- 2. Parent Advocacy** - Communicating and informing parents on what we do
- 3. Administrator Advocacy** - Gain insight and understanding of each other's role in helping all students achieve.
- 4. School/District Advocacy** - Get on leadership committees, PATT meeting agendas. Get involved and take any opportunity to share what you do.
- 5. Community Advocacy** - Work with businesses and organizations. Incorporate community resources into program either providing remedial services or providing resources for students.



Criterion	Highly Effective <i>*Includes content in Effective</i>	Effective	Developing or Needs Improvement	Ineffective
Advocacy	Analyzes systems to identify barriers to student success and then advocates to remove those barriers. Understands process for development of policy and procedures of the building, district, state, and national levels.	Shares information regarding barriers to student success with stakeholders. Supports others in working to remove barriers. Advocates with or on behalf of students.	Understands there may be barriers to student success in school and community.	Is unaware of barriers to student success in the school and community.

Advocacy

Top 10 Levels of Advocacy (cont'd)

- 6. Day on the Hill (Legislative Issues)** - Participate and get involved in ISCA Government Relations Committee
- 7. State Association Advocacy** - ISCA, ISEA, IACAC, ACT
- 8. Federal Advocacy** - ASCA, ACA
- 9. Iowa Dept. of Education** - Be informed with what is going on right now with school reform issues in Iowa. Let your opinion be heard. Use social media.
- 10. Advocate for yourself** - Focus on results of your program, view accountability as a necessity, exhibit high energy and energize others, and execute by consistently turning vision into desired results!

Ideas for self:

- * Work with a community resource to address a problem and devise an advocacy plan
- * Identify a systems problem and gain insight from those most affected and implement advocacy at a systems level
- * Attend Visit the Hill Day and speak with your senator and house representative regarding problems that must be addressed at a policy or legislative level

Advocacy

Ideas for self (cont'd):

- * Join the ISCA Government Relations Committee
- * Seek PD to improve your cultural competence
- * Use the SC Evaluation Tool
- * Fill out the SC Program Assessment
- * Invite state legislators to your school & counseling meetings

Ideas for students:

- * Student Empowerment (acting w/ students)
- * Take students to Visit the Hill Day
- * Student-led lessons and classroom discussion (April Awareness)

Multi-Tiered System of School Counselor Advocacy (MTSA) –Three Tier Approach

<ul style="list-style-type: none"> Be physically visible Introduce yourself and use Professional School Counselor terminology and signage everywhere Develop a program structure Implement ASCA Model and Iowa School Counseling Framework Use later Print business cards Create a National School Counselor Week Use social media to communicate Bulletin Boards Know how you are funded Constant communication and collaboration with administrators and staff Advisory committees Join professional organizations Join ISCA and ASCA and attend conferences Display ISCA/ASCA membership certificates, clothing, pins, water bottles, etc. Normalize for SOCY and ISCA greets <p>LEVEL 1</p>	<ul style="list-style-type: none"> Yearly goal setting aligned with district goals along with Develop PLC (Professional Learning Committee) Management agreement Time Analysis Develop and share laborator Presentation on program results with staff, admin, school board and PTA Use School Counselor Evaluation Tool Member of building leadership committee Connections with community Active in ISCA Present at ISCA conference Be informed about state legislative issues, contact legislators and attend forums Attend Visit the Hill Day <p>LEVEL 2</p>	<ul style="list-style-type: none"> School Counseling program is an integral part of the school and community Consistently demonstrated how students are better because of the school counseling program Apply for RAMP (Recognized ASCA Model Program) Know what is going on at the Department of Education Communicate with state legislators invite them to your school and meetings Knowledge of issues and communication at the local level <p>LEVEL 3</p>
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We all need to
STEP UP!



If we do not define our role as school counselors, someone else will!!

Collaboration

Criterion	Highly Effective <i>*Includes content in Effective</i>	Effective	Developing or Needs Improvement	Ineffective
Collaboration	Initiates, works with and often leads stakeholders as a change agent to promote student success. Identifies and utilizes best practices for collaborating with all stakeholders to affect student success. Facilitates group meetings effectively and efficiently to meet group goals.	Supports and cooperates with colleagues in a collaborative manner. Actively participates in the school culture.	Maintains cordial relationships with colleagues. Participates in the professional culture of the school when specifically invited.	Creates relationships with colleagues that are negative or self-serving. Resists opportunities to become involved in the professional culture of the school.

Outside school: SC create effective collaborative relationships w/ parents, community members and community agencies, tapping into resources that may not be available at the school.

SC work with stakeholders, inside and outside the school, to utilize a vast array of support for students that cannot be achieved by an individual, or school, alone. SC build a sense of community which creates an env't encouraging success for all students.

Inside school: SC encourages collaboration among students, teachers, administrators and school staff to work toward common goals of equity, access and academic success for all students.

Collaboration - 7 varieties of collaboration

1. Interprofessional: helping professionals in our building that comprise sustainable teams
2. Youth-centered: utilizing youth as experts and partners
3. Parent-centered: viewing parents as experts and partners
4. Family-centered: viewing family systems as partners

5. Intra-organizational: includes people in the same organization who may serve on site-based teams

6. Inter-organizational: groups of organizations such as comm. Agencies, social service agencies and health clinics

7. Community: mutual accountability and engagement of all stakeholders in a workable geographic area.

Collaboration

Characteristics of effective collaborative relationships: open communication, sharing of ideas/info, joint responsibility, shared vision and decision-making, collective commitments



SC should ask themselves:

1. Am I collaborating with teachers to help improve student behavior? Improve school culture?
2. Am I leading the way to find, create and implement anti-bullying and harassment programs?
3. Have I helped est. a conflict resolution curriculum? An advisory program?
4. Do I provide support to staff on working effectively with students with special needs?
5. Do I run small groups to help students cope with specific issues?

*** SC are in the perfect position to both support and lead collaborative efforts needed to achieve student success and to ensure student needs remain in the center of all decisions.**

Collaboration



Ideas for self:

Collaborative Teams
 District Committees
 Present PD for staff as a Dept.
 Present PD for counselors with a team
 Consider RAMPing
 Create a new partnership with a community resource
 Collaborate and invite community members in to speak to students about their career!

Ideas for students:

Collaborating w/ students regarding... student-led initiatives
 ...student-led lessons and classroom discussion
 ...student-led large group presentations

Systemic Change

SCP are an important part of the school's system and a model program can have a positive impact on many other parts of the school's system that lead to student achievement and overall success. SC are uniquely positioned to identify systemic barriers to student achievement and positive school culture. With access to schoolwide data, SC can identify barriers and gaps that prevent students from achieving college & career readiness. SC use data to support leadership, advocacy and collaboration designed to create systemic change.

SC work proactively with students, parents, teachers, administrators and the community to remove systemic barriers (ranging from state or federal law, to district policies, to school/classroom procedures and attitudes) to promote systemic change that will create a learning env't where all students succeed.

Criterion	Highly Effective <small>*Includes content in Effective</small>	Effective	Developing or Needs Improvement	Ineffective
Systemic Change	Develops a plan to deal with personal and institutional resistance impeding the change process. Creates plans and presents solutions to promote change.	Identifies potential resistance points for change. Actively participates in solutions identified by others.	Identifies problems but does not work towards solutions.	Is not aware of problems, does not support solutions or may contribute to systemic problems.

Systemic Change



Systemic change does not occur overnight. One small change can lead to another, which can lead to even larger and more impactful changes in the future. Systemic change happens through the sustained involvement of critical stakeholders in the school setting, including and often led by SC. Leadership, advocacy and collaboration are key strategies needed to create systemic change.

6 stages of systemic change:

- 1. Maintenance of the old system:** The school system may be out of sync with the conditions of today's world. There is no new knowledge about teaching, learning and organizational structures in the present system.
- 2. Awareness:** Multiple stakeholders are aware that the current system is not working, but it's unclear about what is needed instead.
- 3. Exploration:** Educators and policymakers study and visit places that are trying new approaches, new ways of teaching and managing in low-risk situations.
- 4. Transition:** The scales tip toward the new system; a solid number of school leaders and teacher groups commit themselves to the new system and take more risks to make positive changes.
- 5. Emergence of new infrastructure:** Elements of the system are operated in keeping with the desired new system as new ways are generally accepted.
- 6. Predominance of the new system:** The more powerful elements of the system operate as defined by the new system. Key leaders begin envisioning even better systems.

Systemic Change



Ideas & examples to consider:

- * Remove barriers to access to rigorous courses
- * Increase access to educational opportunities
- * Create clear guidelines for addressing inappropriate behavior such as bullying/harassment
- * Increase awareness of school safety issues
- * Promote knowledge and skills for working in a multicultural work setting
- * Address over- or underrepresentation of specific groups in programs (Spec. Ed, Honors, AP courses)
- * Model inclusive language
- * Create an environment that encourages any student or group to feel comfortable to come forward w/ problems

Success resulting from systemic change:

- * Increased promotion and graduation rates
- * Decreased discipline or suspension rates
- * Increased participation in educational opportunities
- * Increased #'s of students completing HS college/career ready
- * Increased attendance at school

The School Counseling Program Assessment

Essential Skills - [School Video](#)

Aligns with the components of the ASCA National Model and serves as a tool for analyzing each. Useful tool for implementing a comprehensive SCP.

It can help you:

- * Plan better and produce improved student outcomes
- * Identify gaps in your program
- * Determine readiness for applying for RAMP status
- * Highlight areas of growth and challenges

Thank you!

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