YOUR SCHOOL’S GOALS AND THE SCHOOL COUNSELOR COMPASS RUBRIC

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Objective

• Help you meet your school’s goals
• Understand the School Counselor’s Compass Rubric
• Utilize the specialized skills of your school counselor(s) in the most effective ways
• Begin to build or improve your comprehensive school counseling program
YOUR SCHOOL’S GOALS
Your School’s Goals and Data

• Discussion:
  • What are your school’s goals?
  • What is the purpose of your School Improvement Plan? How are you using it? Who is using it?
  • What kinds of data are you pulling?
  • Where are you pulling data from?
Your School’s Goals and Data

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• Woodlawn Middle School
  • Improve the SPS
  • Increase academic achievement in subgroups
  • Reduce the number of non-proficient students by 5-10%
  • Create an environment of academic excellence
Your School’s Goals and Data

• What are your school’s goals?
• What is the purpose of your School Improvement Plan? How are you using it? Who is using it?
• What kinds of data are you pulling?
• Where are you pulling data from?
• Who is working to meet these goals?
• What is their focus?
• What unique interventions are in place to meet the needs of specific subgroups?
• Are you only using quantitative data?
The School Counselor’s Role on Your Campus

• How are you currently using your school counselor?
• What are your school counselors top priorities?
• What are your top priorities for your school counselor?
School Counseling Program Goals

• American School Counselor Association
• Comprehensive School Counseling Program
  • All students, in all grades
  • Data-driven
• Program Goals
  • Attendance
  • Achievement
  • Behavior
    • These are similar to Student Learning Targets, but much more intentional
School Counseling Program Goals

1. By the end of the 2017-2018 first semester, the number of sixth to eighth grade students failing three or more classes at the end of the first nine weeks will decrease by at least 50% from 21 (end of first nine weeks) to 10 or fewer (end of second nine weeks).

2. By the end of the 2017-2018 school year, the number of 8th grade students who scored Unsatisfactory on their 7th grade English Language Arts state standardized test will reduce by 9.37% from 32 students (2016-2017) to 29 (2017-2018).

3. By May 22, 2018, students identified as Hispanic with 10 or more unexcused absences (11 students) during the 2016-2017 school year will reduce the number of days absent by 19.45% percent or more from 329 days (2016-2017) to 265 days or fewer (2017-2018).
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   1. Create an environment of academic excellence

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   1. Reduce the number of non-proficient students

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   1. Increase academic achievement in subgroups
SCHOOL COUNSELOR COMPASS RUBRIC
LDOE School Counselor Compass Rubric

- Individual Student Planning
- System Support
- Responsive Services
- School Counseling Curriculum
INDIVIDUAL STUDENT PLANNING

The school counselor coordinates activities related to students’ individual plans for academic, personal/social, and career goals.
Individual Student Planning

Highly Effective Criteria

• The school counselor uses school and student-level data to accurately identify needs and creates differentiated plans with students that maximize opportunities available to them.

• The school counselor consistently seeks out additional information and resources to share with stakeholders in order to keep them engaged in and informed about all options regarding students’ individual planning.

• The school counselor uses written action plans as guides for students to plan and revisit goals; counselor implements follow-up activities.

Examples

• The elementary counselor spends 5 - 10%, middle school counselor spends 15 - 25%, and the high school counselor 25 - 35% of time providing individual student planning.

• Exhausts all options for not only obtaining parent signatures for the IGP, but actively involving parents and influencers in the IGP process.

• Regularly recruits community participation in career education and arranges for fieldtrips, apprenticeships, and mentoring opportunities.

• Recruits participants and offers several sessions and locations for workshops on financial aid and provides opportunities for individual counseling for families unable to attend.

• Draws data from a variety of assessments on a student and uses these results to advocate for and empower individual students and families.
SYSTEM SUPPORT

The school counselor engages in broader school improvement efforts and engages with external resources to ensure that the school has access to the most current trends and resources in counseling.
System Support

Highly Effective Criteria

- The school counselor collaborates with all stakeholders to create support systems.
- The school counselor collaborates with staff to identify needs and provide targeted on-going professional development.
- The school counselor demonstrates wise discretion in seeking the most relevant professional development opportunities for the needs of the school or his or her unique professional growth plans.
- The school counselor takes an active leadership role (not the chairperson) on departmental curriculum committees, district level subject councils, community committees or advisory councils and state-level focus groups by providing vital information and feedback to committee members.
- The school counselor uses and analyzes multiple data sources and collaborates with stakeholders to advocate for systematic change to reduce barriers to student learning.

Examples

- Participates in and presents at professional development, stakeholder meetings/activities and team building activities.
- Holds leadership position in professional organizations such as LCA, ACA, LSCA, ASCA, College Board, NA- CAC, etc.
- Utilizes research based findings and current trends in developing school counseling programs and shares with stakeholders.
- Presents or volunteers at LCA, ASCA, College and Career Readiness, AP or other conferences.
- Identifies need for bullying prevention through needs assessment, collects further data to determine its context in the school, researches and provides differentiated professional development for teachers and workshops for parents.
- Collaborates with agencies in the community to create joint events that serve the school and broader community.
RESPONSIVE SERVICES

The school counselor responds to urgent needs and enables others in the school community to respond efficiently and effectively to changing student needs.
Responsive Services

Highly Effective Criteria

• The school counselor has a well-developed and systematic plan for addressing individual and small group counseling such that all students have ready access.

• The school counselor regularly involves relevant stakeholders in the development of counseling plans for individual students.

• The counselor’s referral process empowers of all stake-holders to respond effectively to student needs, and the school counselor takes responsibility for informing and engaging all required personnel.

• All stakeholders are informed annually and actively engaged in the process of initiating any level of responsive services.

Examples

• Maintains notes, analyzes information, and collects data from all referrals and consistently provides high-quality follow-up services.

• Establishes responsive services program that identifies early warning signs of a wide array of student issues and assures that all school personnel are aware of signs as well as procedures for getting services.
The counselor proactively plans a curriculum of activities aligned with data and school-specific needs.
School Counseling Curriculum

Highly Effective Criteria

• School counseling curriculum has been written with local site needs and priorities of all three domains well-represented.

• The school counselor assures that all students receive critical elements of school counseling curriculum to support their acquisition of the knowledge, attitudes, and skills to enhance their academic, career, and personal/social development.

• Counselor thoughtfully analyzes and adjusts the curriculum based upon measures of success regularly throughout the year.

• Materials and equipment are current and technology is utilized regularly.

• The school counseling curriculum has been developed in conjunction with and/or based upon feedback from administration, counselors, and the advisory council.

Examples

• Collaborates with the social studies teacher to plan a unit on capitalism and connects students with local entrepreneurs for job shadowing projects.

• Writes exemplary data-driven units and lessons with accompanying action plans and results reports.

• Maintains a public calendar of planned curriculum activities and consistently seeks opportunities to further incorporate the school counseling curriculum and support instruction in various settings.

• Prior to the release of state test results, plans and implements several sessions on and off-site on interpreting the results, and makes recording available online for parents unable to attend.

• Infuses the data-driven proactive school counseling curriculum into the whole school curriculum and presents it systematically as recommended: elementary: 35 - 45%, middle school: 25 - 35%; high school: 15 - 25%. 
MOVING FORWARD

Building Your School’s Comprehensive School Counseling Program
Planning Ahead for 2018-2019

• School Data
• School Improvement Plan
• Annual Calendar
• Tentative Program Goals
• Annual Agreements
• Core Curriculum Action Plan
• Advisory Council
QUESTIONS?

Thank you!