- Interstate compact
- Data and research services
- Resource-sharing agreements
- Cooperative programs
SREB GO Alliance

- College Access Research
- State and Agency Policy
- Support Programs
- Communications
Financial Needs
Enrollment Rates by Income Level

Source: The Pell Institute
Academic Self-Efficacy
Lack of Information/Access to Advisement
Postsecondary Advisement
School Counseling: Master’s Programs

Out of the 466 school counseling programs

- 42 programs offer an elective course in college admissions counseling
- Only about 4 require college admissions counseling for graduation
School Counseling Surveys

CollegeBoard

2011
- 16% feel “well prepared” for their job

2012
- 28% feel their training did not prepare them for their job
- 56% feel “somewhat” well trained
- 64% - graduate training “did not cover at all” or “inadequately covered” college admissions counseling
- 67% graduate training “did not cover at all” or “inadequately covered” financial aid advising
62% - need “additional” or “extensive” training in postsecondary transitions
57% need “additional” or “extensive” training in financial aid advising
Professional Development
2015 Utah State Legislature H. B. 198
Strengthening College and Career Readiness

• The Bill requires USOE to collaborate with USBR, & business/industry to create a certificate program for working school counselors to increase the CCR competencies. Certificate includes 4 Go Alliance Academy modules offered through USU/UU, USOE Basic Training, & the Development of Business/Industry module.

• Award grants to District/LEA.

• Appropriation of $400K, one-time money for course development/fees/certification for 500 counselors.

• Report annually to Education Interim Committee.
Background and Strategy for Passage of H.B. 198

- USHE had been supporting Professional Development for School Counselors for a decade.
- In 2012-14 Utah infused the Go Alliance Academy Curriculum into our Pre-service Training at the University of Utah and Utah State University.
- USHE STEPUP READY Grants awarded to 8 Districts /180 counselors.
- House Minority Caucus Manager had run previous legislation on decreasing student-to-counselor ratios unsuccessfully.
  * Governor’s Education Advisor was KEY in bringing all parties together.
  * Legislation was built on the FOUNDATION of USHE’s prior work.
  * UNIFIED SUPPORT and testimony from USBR, USOE, & the Business Community.
- Higher Education Appropriation Chair was the Senate SPONSOR.
- Governor’s Office BROKERED a slightly lower fiscal note.
Next Steps for H.B. 198
Strengthening College and Career Readiness

Implementation

Component 1 – 4 Go Alliance Academy Modules delivered by Utah State University and University of Utah
Enrollment: Fall 2015 N = 30; Spring 2016 N = 17

Component 2 – Utah State Office of Education (USOE)
Basic Training

Component 3 – Business/Industry (Under development)
Online training through Utah Education Network

- Recruit and increase counselor participants
- Coordination with Whitehouse Convening Team
- Track Metrics: Increase FAFSA completion of HS seniors by 5% annually; 80% of all HS seniors submit 1 or more college applications; increase postsecondary enrollment and completion by 2% annually; and reduce remediation of new students right out of HS by 3% annually
HB18: Background

HB 5

- During high school TX students now work to achieve an “endorsement” in either STEM, Business & Industry, Public Services, Arts & Humanities, or Multidisciplinary Studies.
- Along with parents, school counselors (or administrators) now directed to meet with students entering high school to develop personalized graduation plan designed to help student achieve endorsement of their choice.
- In an effort to reduce teaching to the test and free up classroom time, HB 5 also eliminated end-of-course exams for high school Algebra II, geometry, chemistry, physics, English I, English III, world geography, and world history. Algebra II & English III now optional.
- Schools also now required to provide a detailed explanation, in plain-language, of the substance of state automatic admission policies as well as curriculum requirements for postsecondary financial aid.
HB18: Bill Elements

- Dedicates $18 million in state ed. budget to create Postsecondary Education and Career Counseling Academy under the Center for Teaching and Learning UT-Austin. Academy will provide counselors with knowledge & skills to educate students relating to:
  - endorsements and related postsecondary & career opportunities
  - Available methods for a student to earn credit for courses not offered at school in which student is enrolled (including through state Virtual School Network)
  - Regional workforce needs & wage / salary info for related careers
  - Effective strategies for engaging parents and students in postsecondary education and potential careers, including participation in mentorships and business partnerships

- Some funds will be issued counselors and teachers as stipends to participate in Academy.

- Requires districts to enter into M.O.U.’s with institutions of higher education to coordinate efforts to ensure kids are prepared for college. Partnership seeks efficiency & cost-sharing. (Senate amendment)
HB18: Implementation

- As directed by HB 18, the Center for Teaching and Learning at UT-Austin is developing Postsecondary Education and Career Counseling Academy.
- Development is ongoing for process of selection and procurement of content and resources that will comprise student resources and the online, self-paced, PD modules for counselors.
- Needs assessments, technical planning, systems-building, road maps, work flows, and continuous project improvement coordination are forthcoming under the initiative.
- Emphasis is being placed on creating a high-quality product with highly-rated end-user experiences. A network for ongoing delivery of support services will be developed.
PROFESSIONAL DEVELOPMENT IN GEORGIA

- House Study Committee Recommendations for Professional Standards Commission (PSC)
  - Establish requirements for counselor training related to college and career readiness
  - Require content on the role of the school counselor in the next certificate renewal cycle for current school leaders

- House Study Committee Recommendations for Educational Leadership Programs
  - Include content on the role of the school counselor
PROFESSIONAL DEVELOPMENT IN GEORGIA

- Georgia School Counselor Association (GSCA) met with the Professional Standards Commission (PSC) in 2014
  - Agreed to form a taskforce in 2015
- GSCA worked with lobbyist and legislators to pass Georgia House Resolution 765 in the 2015 Legislative Session, which created the House Study Committee on School Counseling and the Role of School Counselors
- GSCA coordinated a team to attend the White House Convening at the University of North Florida in November 2015, which included a representative from PSC
- GSCA worked with Chair of House Study Committee regarding those who testified at the four meetings and included testimony from the PSC
- House Study Committee made recommendations in December of 2015
PROFESSIONAL DEVELOPMENT IN GEORGIA

- GSCA will work in collaboration with PSC to create taskforce that will provide input regarding
  - School Counselor Preparation Programs
  - School Counselor Recertification
  - Administrator Recertification
  - Educational Leadership Programs
  - Potential College and Career Endorsement
School Counselor Roles and Responsibilities

(b) Each county board shall provide counseling services for each pupil enrolled in the public schools of the county.

(d) The state board may adopt rules consistent with the provisions of this section that define the role of a school counselor based on the ASCA "National Standards for School Counseling Programs"

(f) School counselors shall be full-time professional personnel, shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one fourth of the work day to administrative activities: Provided, That such activities are counselor related.

Policy 2315: Comprehensive School Counseling Programs (revised 2014)

6.2. School counselors spend their time planning, designing, managing, facilitating and evaluating a comprehensive school counseling program that benefits all students in accordance with the WV School Counseling Model, WVBE Policy 5100 and W. VA. Code §18-5-18b.

Policy 5100: Approval of Educational Personnel Preparation Programs
Sets forth professional school counselor performance standards (2010)
   School Counselor Performance Standards Guidebook (5 standards, 19 functions, 50 Indicators)
§18-5-18b. School counselors in public schools (2001)
- WV School Counselor Association advocacy
- Government Relations Chair/Committee
- Engineering the Law – Foundation for WVSCA member training
- Legislative agenda/interim study
- Shared lobbyist
- Collaboration with WVEA/WVAFT

Policy 2315: **Comprehensive School Counseling Programs** (revised 2002)
- External Stakeholder group revised to align with §18-5-18b
- WVSCA delegation to board
- Full time WVDE school counselor coordinator (2007)

Policy 2315: **Comprehensive School Counseling Programs** (revised 2014)
- (2007-2014) External Stakeholder groups led by WVDE coordinator developed
- (2010) WV Professional School Counselor Performance Standards guide (complete with 50 performance level rubrics (*Distinguished, Accomplished, Emerging, Unsatisfactory*))
- (2012) WV CSCP Model (3-tier model plus renamed delivery systems
  - Integrated delivery of the *Student Success Standards*
  - *Personalized Education Planning*
  - Responsive Services
  - *Student Supports*)
- 2009 – 14 – School Counselor Protocols
- 2011 – Inaugural School Counselor Evaluation aligned with SC performance standards
- (2014) Policy 2315 aligned to complement these pivotal documents
- Internal/External Stakeholder groups
- Updated other policies this impacts, as well as, the CSCP website tools (*counselor’s log, model, standards, etc.*)
Next Steps

**WVSCA advocacy**
- Advocating for code changes/alignment with Policy 2315
- Reinroducing bill to reduce student/counselor ratios
  - Introduced bill – *Counselors spend 100% of their time planning, designing, delivering…*
  - School counselors recognized on both the house and senate floor

**WVDE**
- Professional development
  - RESA level
  - Priority schools
  - Collaborating with other initiatives
    - Project Aware ($10,000,000 Grant – Improve mental health services, MHFA)
    - Expanded School Mental Health
    - Graduation 20/20 – School Support Specialists
    - WV Student Success Summit
    - KidStrong Conference
  - School Improvement – Student Support Components – Assessment tools
  - Promote/develop additional e-learning course(s)
  - Continue to hold annual school counselor conference
  - Monthly webinars for school counselor county coordinators

- Identifying teacher/principal competencies/courses to integrate…
  - Understanding and supporting CSCPs and the role of the school counselor
  - Preparing for role as advisors – required by Policy 2510 (middle/secondary advisory)
  - Preparing to assist students with the development of Personalized Education Plans (PEP)

- Working with WVU to improve career development course
Next Steps

Ongoing training
- Counselors
- Principals/evaluators – RESA/Center for Professional Development
- Counselor Workshops
- Webinars
- Target & Priority schools – school improvement specialists

• Utilize evaluation data to drive PD/changes based on need

• Evaluate student impact data *(internal or Center for School Counseling Outcome Research)*
  • Priority
North Carolina G.S. 115C-316.1

- N.C.G.S. 115C-316.1, passed in 2013, defines the Duties of School Counselors, aligned with ASCA National Model and NC Professional Standards
- NC Department of Public Instruction and State Board of Education aligned School Counselor Professional Standards with the ASCA National Model in 2006
- The key points of G.S. 115C-316.1 is it (1) defines the appropriate duties that are to make up 80% of a school counselor’s time and (2) specifically states that a school counselor cannot be the testing coordinator
How we got to N.C.G.S. 115C-316.1

- Many years of collaboration and consistent persistence
- Key to our progress has been the strong collaboration between the NC Department of Public Instruction and the NC School Counselor Association (NCSCA)
- NCSCA employs a lobbyist
- 2007 Legislature directed State Board of Education to conduct two studies related to school counselor time
- New evaluation instrument 2012-13
- 2013 School Safety Act in the legislature
Next Steps

- Identify barriers and address them
- Educate and support school administrators and school counselors
- Continued collaboration between NCDPI, NCSCA and additional leaders
- Continued advocacy for school counselor to student ratios in every school
- Collect evidence of how comprehensive school counseling programs are making a positive difference and share that data

More information at http://schoolcounseling.ncdpi.wikispaces.net/
• Mississippi Code 37.9.79 – effective July 1, 2002
  – The original statue was created by the Mississippi Counseling Government Relations Team, Executive Director and passed with the aid of Capitol Resources
  – The first piece of legislation directed for counselors, provided a definition, qualifications and defined comprehensive counseling services
  – Master’s degree in Guidance and Counseling
  – Listed the ASCA Standards and last on the list is “other duties as assigned”

• Senate Bill 2423 – effective July 1, 2014 – Career Readiness Collaborative (OCCSS Advisory Committee)– Legislative Team – MCA/MSCA legislative Committee members in attendance and MDE, Executive Director
  – Removes “other duties as assigned” and provides more substantive details on counselor duties to include both indirect and direct services to students
  – Provides a mandate for counselor delivery of services to be the recommended ASCA 80% and details how that is to be accomplished using data driven decisions – intention of the time requirement was to take the extensive “other duties” off the table for counselors
  – Changed the title to “Professional School Counselor”
COUNSELOR ROLES AND RESPONSIBILITIES IN GEORGIA

- HB 1187 of 2000 – 5 of 6 segments
- HB 283 of 2013 – ratios and encouragement of comprehensive programs
- HR 552 and SR 617 of 2013 – role of the school counselor
- House Study Committee Recommendations for Department of Education (DOE)
  - Add CCRPI indicator for school counselors who spend 80% of their time in direct service to students and parents
  - Develop a comprehensive school counseling program to be adopted statewide
COUNSELOR ROLES AND RESPONSIBILITIES IN GEORGIA

- GSCA testified before the Education Finance Commission in 2011
- GSCA hired a lobbyist in 2012
- Georgia House Resolution 765 created the House Study Committee on School Counseling and the Role of School Counselors
- Representatives from GA DOE attended White House Convening at the University of North Florida as part of GSCA team
- School Counselors and GA DOE testified before House Study Committee
- House Study Committee made recommendations in December of 2015
- GSCA followed up with State School Superintendent
COUNSELOR ROLES AND RESPONSIBILITIES IN GEORGIA

- GA DOE is establishing a taskforce, including representatives from GSCA, to develop a framework for Georgia’s comprehensive school counseling program
- GSCA will work in collaboration with GA DOE to identify indicators for CCRPI
- GSCA will continue to work with policy makers regarding legislation impacting the role of the school counselor (certification waivers, ratios, usage)
School Counselor Evaluation Systems
Self Reflection is guided by examining one’s own performance level in each of the 13 standard elements.

### Evaluation Foundational Elements

| Standard 1: | Program Planning, Design and Management |
| Standard 2: | Program Delivery |
| Standard 3: | Data Driven Accountability and Program Evaluation |
| Standard 4: | Leadership and Advocacy |
| Standard 5: | Professional Growth and Responsibilities |

#### Standard 5: Professional Growth and Responsibilities

The professional school counselor is responsible for improving skills and knowledge and advancing his/her practice and the school counseling profession.

**Element 5.1** - The school counselor seeks ongoing, relevant professional development.

<table>
<thead>
<tr>
<th>Distinguished</th>
<th>Accomplished</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>- conducts annual self-assessments using the WV Virginia School Counselor Standards Performance Rubrics to set rigorous goals for continuous professional growth and educates others on the self-assessment and goal setting process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- uses self-assessment results and school data to collaboratively develop, plan, and meet annual student impact goal and sets additional annual goal(s) that ensure the counselor is moving toward accomplished in all critical elements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- seeks designs and participates in ongoing professional development provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- minimally conducts self-assessments to determine professional development needs using the WV Virginia School Counselor Standards Performance Rubrics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- does not conduct self-assessments using the WV Virginia School Counselor Standards Performance Rubrics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- does not use self-assessment results to set goals that ensure continuous professional growth as evidenced by movement to the next performance level in at least one element each year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- does not participate in professional development monthly.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**13 standard elements**

**Two goals**

- Professional Growth (Standard Element)
- Student Impact Goal

**Same process/timelines as teacher/principal Evaluation**

**Dedicated Website with tools and PD resources**
http://wvde.state.wv.us/evalwv/counselors.html
Key considerations

Development
- Diverse stakeholder group
  - Internal
  - External
- Coincided with the development of teacher/principal
- Partnered with Edvantia

Training staff
- Pilot principal/counselor teams
- Demonstration Schools principal/counselor teams
- Train the trainer – statewide
- RESA training follow-up
- Center for PD initial & ongoing
- Training with principals – CPD

Resources
- Dedicated website
- Center for Professional Dev.
- RESA PD coordinators
North Carolina Professional School Counseling Standards, developed by an advisory team, are aligned with the ASCA National Model content while also reflecting the Framework for 21st Century Learning as do other NC educator standards.
The rubric used for evaluating school counselors is based on the NC Professional School Counseling Standards while also being aligned with other NC educator evaluation rubrics.

<table>
<thead>
<tr>
<th>teachers</th>
<th>teacher leadership specialists</th>
<th>school library media coordinators</th>
<th>school psychologists</th>
<th>social workers</th>
<th>school counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ▶</td>
<td>demonstrate leadership</td>
<td>demonstrate leadership</td>
<td>demonstrate leadership</td>
<td>demonstrate leadership</td>
<td>demonstrate leadership, advocacy, and collaboration</td>
</tr>
<tr>
<td>2 ▶</td>
<td>establish a respectful environment for a diverse population of students</td>
<td>support an environment that is respectful of a diverse population of students</td>
<td>build a learning environment that meets the instructional needs of a diverse population of students</td>
<td>promote a respectful environment for diverse populations</td>
<td>promote a respectful environment for a diverse population of students</td>
</tr>
<tr>
<td>3 ▶</td>
<td>know the content they teach</td>
<td>incorporate adult learning strategies and effective teaching and learning practices as they implement change</td>
<td>implement a comprehensive 21st century library media program</td>
<td>use their knowledge of the school environment, child development, and curriculum and instruction to improve student achievement</td>
<td>apply the skills and knowledge of their profession within educational settings</td>
</tr>
</tbody>
</table>
### Standard 1: School Counselors Demonstrate Leadership, Advocacy, and Collaboration

Professional school counselors demonstrate leadership, advocacy, and collaboration by developing a positive place for students and staff members to learn and grow. School counselors manage a comprehensive school counseling program that supports academic, career, and personal/social development for all students. School counselors advocate for equity for all students and staff members regardless of learning style, cultural background, or individual learning needs. School counselors improve the counseling profession by demonstrating high ethical standards and by following the codes of ethics set out for them.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. School Counselors demonstrate leadership in the school. School counselors work collaboratively with all school staff to create a positive learning community. School counselors take an active role in analyzing local, state, and national data to develop and enhance school counseling programs. School counselors create data-driven goals and strategies that align with the school improvement plan to improve student learning. School counselors annually discuss the comprehensive school counseling program with the school administrator. School counselors provide input in the selection of professional development for the school staff that meets the needs of students and choose professional development activities that foster their own professional growth. School counselors mentor and support colleagues to improve the academic success of students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Collaborates with school staff to create a positive learning community.
- Identifies data that aligns the school counseling program with the school improvement plan.
- Chooses professional development activities that foster their own growth.
- Analyzes data from multiple sources to determine the impact of the school counseling program on students and the school.
- Creates data-driven goals and strategies that align with the school improvement plan.
- Routinely reviews and modifies school counseling program with the administrator.
- Shares student and program outcome data with stakeholders.
- Makes recommendations for program revisions.
- Leads the development of revisions to the school counseling program.
- Provides professional development at the district, state, or national level.
Next steps

• Continue to pursue pre-service, in-service and communication strategies to enhance school administrator and school counselor understanding of the content of the professional standards and evaluation rubric.

• Continue to educate school administrators and school counselors on the legislation that supports these Professional standards and evaluation rubric.

• NC School Counselor Association also continues to advocate for school counselors in appropriate roles and has a lobbyist.

More information at http://schoolcounseling.ncdpi.wikispaces.net/
The Evaluation System – M-CAR
(Mississippi Counselor Appraisal Rubric)

- Developed by the Career Readiness Collaboration - Evaluation Team
- Aligned with the ASCA model and SB 2423
- Paradigm shift in counselor duties and responsibilities with emphasis on data and teamwork with their supervisors and administrators and completion of an Annual Agreement (not in the law)
- Requires documentation and observation
- Accreditation Standard address a Student Support system
- M-CAR
Legislation
- Legislation mandating a requirement for school counselors at school sites
- Legislation addressing the ratio of school counselor to student
- Funding tied to legislation

Evaluation
- Tie standards and indicators to student growth
- Build a rubric for each of the indicators, which could double as a training medium for administrators

Recognition of Counselors at state level
- “Counselor of the Year” (CRC Team has been developed for this)
- Counselors who have acquired national board certification
- Counselors and schools who have received the RAMP
COUNSELOR PERFORMANCE EVALUATION IN GEORGIA

- House Study Committee Recommendations for Department of Education (DOE)
  - Create a school counselor evaluation to be used statewide and establish a timeline for development, piloting, training and start date
COUNSELOR PERFORMANCE EVALUATION IN GEORGIA

- Instrument created by GSCA in partnership with GA DOE in 2013, including Focus Group, School Counselor Survey, and Field Test
- Instrument piloted in 2014-2015 (56 districts)
- New State School Superintendent in January 2015
- Continued use by many districts in 2015-2016
- Data analysis completed on pilot in fall 2015
- Outcomes shared with GA DOE and pilot districts
- Georgia House Resolution 765 created the House Study Committee on School Counseling and the Role of School Counselors
- GSCA testified before the House Study Committee regarding the piloted instrument
- House Study Committee Recommendations in December of 2015
COUNSELOR PERFORMANCE EVALUATION IN GEORGIA

- GSCA will make minor revisions to the existing instrument based on pilot feedback
- GSCA will mail the existing instrument and pilot analyses to all districts in Georgia in spring 2016
- GSCA will solicit support for the existing instrument from smaller districts and administrators
- GSCA will work in collaboration with GA DOE to implement a counselor performance evaluation
Contact

www.sreb.org
Alice Anne Bailey
aliceanne.bailey@sreb.org
404.879.5601