School Counseling

And

The New Vision

“Kansas leads the world in the success of each student.”

The New Vision for Education in Kansas resulted from several significant factors.

Rose Standards

The Rose Standards came from a Kentucky school finance court case. The Kansas Supreme Court used those standards when they ruled on the school funding court case, saying that these are the standards that the state should be using when considering the education, and funding, of Kansas students. After that, the legislature adopted these standards in legislation. Even though the legislature referred to them as “goals of the legislature,” they are word-for-word the Rose Standards. The Kansas Association of School Boards provides further information at:


New Accreditation Model

In May 2011, the Kansas State Board of Education adopted new goals and objectives that included a review of the accreditation system for Kansas schools. The new model under consideration maintains an emphasis on the results that schools achieve, but places a larger emphasis on the systems and practices that districts use to gain their results.

The proposed new model uses the 21st Century themes of Relationships, Relevance, Responsive Culture, Rigor, and Results (The Five Rs) as a framework through which to focus on the quality characteristics of a school system. (Proposed New Accreditation Model).

The Kansas Curricular School Standards and the Kansas Comprehensive School Counseling Program align with both the Rose Standards and the new accreditation model in all three domains: 1) academic 2) career and 3) social emotional as well as across all grade levels (k-2; 3-5; 6-8; 9-12).

Community Conversations

A qualitative study conducted by KSDE lead us to a new Vision for Kansas k-12 Education. (http://www.ksde.org/Default.aspx?tabid=1007). Data driven decision making has lead the State Board to adopt new Outcomes for k-12 education.

Board Vision Outcomes Related to the Kansas Comprehensive School Counseling Program

- **Academic Advising**: individual goals and planning of classes, pathways, further education, transitions and careers that includes staff and family engagement; greater cooperation with business/industry/community and a focus on reducing remediation issues as students transition to the next level

- **Individual Plans of Study**: each student from grade 8 through 12 will have an Individual Plan of Study with a 6-year plan based on career interest and family engagement
• **Social-Emotional Learning:** this domain of the Kansas Curricular School Counseling Standards and the Social-Emotional Character Development Standards aligns with the Rose Standards (and Kansas Statute) requirement of providing for the mental and social-emotional wellbeing of students as well as the *Responsive Culture* component of the new accreditation model

• **Family Engagement:** more integration with family such as joint planning, as well as opportunities for family participation and education

“A Few Take Home Lessons From the Community Conversations”

• **Redesigning the curriculum:** implement KSDE approved Curricular School Counseling Standards, the Social-Emotional Character Development Standards and the Kansas Comprehensive School Counseling Program based on local need and local measures.
  - KSDE Recommendations
    ✓ Follow school improvement process
    ✓ Assess your needs
    ✓ Implement evidence based strategies
    ✓ MTSS: Tiered approach
    ✓ Use data to inform decision making
    ✓ Multiple measures for evaluation

• **New Role for Counselors:** more emphasis on Tier 2 and 3 in the academic and career domains; integrating the social-emotional into the academic and career domain; greater emphasis on direct and indirect service delivery and less on administrative and non-counseling roles (see below).

• **Caution:** although much of this initiative addresses secondary school counseling it is best practice to implement an elementary (including pre-k) counseling program that will provide effective direct and indirect student services that ensure school success for students. Elementary schools are encouraged to review the academic and career domains of the Kansas Curricular School Counseling Standards and identify local needs and measures. This will increase consistency and continuity with the middle and high school programs in their USD.

**Counselor Time**

According to the American School Counselor Association¹ “…the third edition of the ASCA National Model provides a more flexible recommendation than the dated chart adopted in 2010. The new recommendation says that “…80% of a school counselor’s time should be spent in direct and indirect services to students. What this looks like and how it breaks out will vary based on the needs of the school.”² (Please see below for list of Direct and Indirect Services).

Schools are encouraged to review the duties and roles of school counselors and identify non-counseling tasks that could be reassigned in order to allow for more tier two and three time with students. Here is a link to the National Model Executive summary that may be helpful in understanding the issue of appropriate use of counselor time.


---

¹ Jill Cook, Assistant Director of ASCA, Nov. 10th, 2015.
² Ibid.
Delivery of School Counseling Services

The Kansas Comprehensive School Counseling\(^3\) explains delivery of services and direct/indirect student services as follows:

<table>
<thead>
<tr>
<th>WHAT</th>
<th>ELEMENTS AND STRATEGIES</th>
<th>WHOM</th>
<th>HOW</th>
</tr>
</thead>
</table>
| **Direct Student Services** | School Counseling Core Curriculum  
- Instruction  
- Group Activities  
Individual Student Planning  
- Appraisal  
- Advisement  
Responsive Services  
- Counseling  
- Crisis Response | All students | Interactions with Students  
- Large groups  
- Classrooms  
- Small Groups  
- Individually |
| **Indirect Student Services** | Referrals  
- Consultation  
- Collaboration | All students | Interactions with Others |

---

\(^{3}\) The delivery system is the "how" of the implementation process. The delivery system consists of direct and indirect student services. It is recommended that 80% of the school counselor's time be spent in direct and indirect student services.
The Kansas Comprehensive School Counseling program is available on the KSDE web page (www.ksde.org) under “School Counseling Resources (http://www.ksde.org/Default.aspx?tabid=684)

Kansas Comprehensive School Counseling Program 2014:


Social-Emotional Character Development

The data collected from the Community Conversations indicated that 70% of educators and 80% of business and industry think that “employability skills/soft skills/non-academic/SEL” etc. were characteristics most frequently cited as being those that directly lead to success for students. This data correlates with national trend data as well as current research literature.

This also aligns with our SECD Standards (http://www.ksde.org/Default.aspx?tabid=482) but does reflect a shift of emphasis. Typically, SECD curriculum has three components:

1. **Core beliefs**: those overarching beliefs that are essential such as wisdom, caring, responsibility, courage as identified locally
2. **Moral competencies:** those qualities of character needed for positive relationships, self-regulation and ethical behavior (empathy, friendliness, self-control, emotional intelligence)
3. **Performance competencies:** those qualities needed to pursue excellence in any area of endeavor (dependability, conscientiousness, drive, enthusiasm, diligence, grit, entrepreneurship, critical thinking)

The performance competencies help us to understand the difference between achievement vs. success. The New Vision suggests an emphasis on skills that will lead to a successful student in life (Success by 24), whereas the old vision envisioned teaching skills that lead to higher achievement (i.e. assessments).

**KSDE Recommendations for SECD Implementation**

1. Follow school improvement process
2. Assess your needs; identify those social-emotional qualities that your school needs to address
3. Evidence based; most curriculums now are research based and may also be aligned with Kansas SECD Standards
4. Tiered approach; utilize an MTSS framework for implementation
5. Use data to inform decision making; this supports evidence based implementation
6. Multiple measures for evaluation; according to the current literature there is **not a summative measure for SECD, therefore measures should be collected locally, will be formative in nature but still should drive policy and decision making.**
   - Examples of SECD data points
     - Data already collected by KSDE (KAND-DIS, bullying incidents, attendance etc.)
     - Perception data (Communities That Care Survey; local surveys, climate surveys etc.)
     - Conditions for Learning Index (S3 Climate Index)
     - Pre-post tests
     - National assessments (NAEP, ACT and SAT have announced that they will soon integrate non-academic questions into their respective products)
     - ACT Engage
     - Vendor products such as Character Labs’ Growth Card
Resources

- American School Counselors Association (http://www.schoolcounselor.org/)
- CASEL (www.casel.org)
- Kansas Character Development Initiative (http://www.kssecd.org/)
- College and Career Readiness Framework (KU) (http://researchcollaboration.org/page/CCCFramework)
- Social-Emotional Measuring Assessments for Middle School (http://www.search-institute.org/sites/default/files/a/DAP-Raikes-Foundation-Review.pdf)
- Edutopia (http://www.edutopia.org/social-emotional-learning?gclid=CP_9hMmk8sgCFVU2aQodY98IMg)
- Character Lab (https://characterlab.org/)
- Character.org (http://character.org/)
- Growth Mind Sets (http://qedfoundation.org/fixed-vs-growth-mindsets/)
- Measuring SEL - Univ. of Minnesota (http://www.extension.umn.edu/youth/research/sel/docs/issue-brief-measurement-resource.pdf)
- Topeka City of Character
- TASN (WWW.KANSASMTSS.ORG)
- ASCD (http://www.ascd.org/professional-development/pls/social-emotional-learning-and-character-education.aspx)
- Committee for Children (http://www.cfchildren.org/second-step/social-emotional-learning)
- Whole Child (AIR) (http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf)
- KSDE Sites (www.ksde.org)
- 6 Seconds: Emotional Intelligence (http://www.6seconds.org/solutions/get-started-emotional-intelligence/)