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:
http://www.kasb.org/wcm/Advocacy_Services/News_Briefs__/RoseStandards/wcm/_NB/RoseStandards.aspx.

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 in-direct 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 Association[1] "…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.

http://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/ANMExecSumm.pdf

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[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:

Delivery of Services[9]

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.

Delivery System Components

WHAT	ELEMENTS AND STRATEGIES	WHOM	HOW
Direct Student Services	**School Counseling Core Curriculum** • Instruction • Group Activities **Individual Student Planning** • Appraisal • Advisement **Responsive Services** • Counseling • Crisis Response	All students DATA-DRIVEN Identified Students	Interactions with Students • Large groups • Classrooms • Small Groups • Individually
Indirect Student Services	• Referrals • Consultation • Collaboration	All students DATA-DRIVEN Identified Students	Interactions with Others

DIRECT STUDENT SERVICES[10]

Direct student services are in-person interactions between professional school counselors and students. Through the direct services component of school counseling core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, skills and attitudes that promote academic, career and social-emotional development.

School Counseling Core Curriculum

The school counseling core curriculum consists of a planned, written instructional program that is comprehensive in scope, preventive in nature and developmental in design. The curriculum is delivered to every student by professional school counselors and other educators as appropriate. The curriculum promotes knowledge, attitudes and skills of student competencies appropriate to student developmental levels in three content areas: academic achievement, career development and social-emotional growth.

Individual Student Planning

Individual student planning consists of ongoing systemic activities designed to help students establish personal goals and develop future plans such as individual plans of study. School counselors use these activities to help all students plan, monitor and manage their own learning.

For grades 8th through 12th the State Board highly recommends the use of Individual Plans of Study (*http://www.ksde.org/Agency/DivisionofLearningServices/CareerStandardsandAssessmentServices/CSASHome/IndividualPlansofStudy(IPS)-Student.aspx*).

Responsive Services

Responsive services consist of activities designed to meet student's immediate needs and concerns. This component is available to all students and is often student-initiated through self-referral.

INDIRECT STUDENT SERVICES

Indirect student services are provided on behalf of students as a result of the professional school counselor's interactions with others. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote systemic change related to equity and access.

Referrals

School counselors direct students and parents to school or community resources for additional assistance or information through referrals. School referral sources may include: academic support such as tutoring, career support such as college-planning web sites or employment training and social-emotional support such as community agencies that treat mental health issues including suicidal ideation, violence, abuse and depression.

Consultation

Professional school counselors share strategies that support student achievement with parents, teachers, other educators and community organizations through consultation. School counselors also serve as student advocates to promote academic, career and social-emotional development through this strategy. School counselors use consultation to receive information on student needs and to identify strategies that promote student achievement.

Collaboration

Professional school counselors work with other educators, parents and the community to support student achievement and advocate for equity and access for all students through collaboration.

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:

http://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/School_Coun_Resource/Kansas%20Comprehensive%20School%20Counseling%20Program%20Implementation%20Guide%20Rev092514.pdf

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)**

▸ **Habits of Mind (http://www.chsvt.org/wdp/Habits_of_Mind.pdf)**

▸ **Social-Emotional Measuring Assessments for Middle School (http://www.search-institute.org/sites/default/files/a/DAP-Raikes-Foundation-Review.pdf)**

▸ **Measuring Elementary School Students' Social-Emotional Sills (http://www.childtrends.org/wp-content/uploads/2014/08/2014-37CombinedMeasuresApproachandTablepdf1.pdf)**

▸ **Edutopia (http://www.edutopia.org/social-emotional-learning?gclid=CP_9hMmk8sgCFVU2aQodY98IMg)**

▸ **Character Lab (https://characterlab.org/)**

▸ **TASC SEL Resource and Measurement Guide (including grit, resiliency and Habits of Mind) (http://www.tascorp.org/sites/default/files/TASC_SELResourceGuide_FINAL.pdf)**

▸ **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**

  • **http://www.topekacharacter.org/kansas-school-of-character.html**

▸ **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/)**