



TO: Higher Education Committee

FROM: John L. D'Agati *John L. D'Agati*

SUBJECT: Overview of the School Counselor Summit 2014:
Enhancing Collaborative Leadership for College and
Career Readiness with School Counselors

DATE: June 16, 2014

AUTHORIZATION(S):

John B. ...
SUMMARY

Presentation

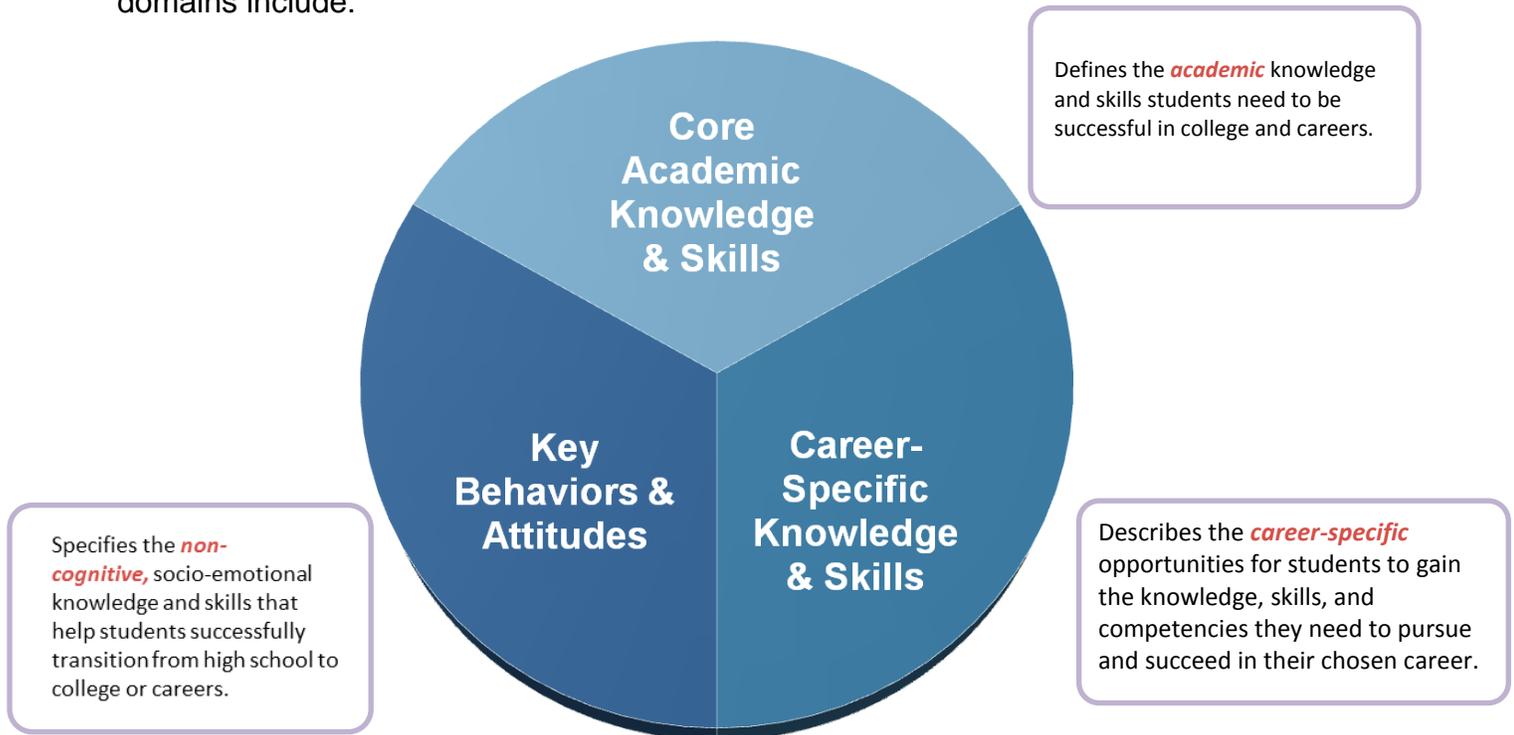
The presentation will provide an overview of the School Counselor Summit held on April 7 and 8, 2014. Panelists will provide an overview of the Summit, its goals and recommendations in four major areas. Panelists include: Gloria Jean, President-Elect, New York State School Counselor Association (NYSSCA); David Coates, President, New York State Association for College Admission Counselors (NYSACAC); and Cynthia Walley, Co-President, New York State Association for Counselor Education and Supervision (NYACES).

Background Information

In concert with the implementation of the goals of the Regents Reform Agenda, and the New York State Race to the Top (RTTT) application, the Office of K-16 Initiatives and Access programs recognized the importance of convening a summit that embraces and supports the optimal educational experience for students over the course of their academic journey.

In an effort to enhance educators ability to achieve the State's vision for a college and career ready education for all students, the School Counselor Summit was developed to help answer the question, "How can school counselors help all students become college and career ready.?" To achieve this goal, we need to provide educators (school counselors) across New York State with professional learning guidance, tools and resources to better engage and prepare students for transition from secondary to higher education and the workplace. The New York State Education Department

(NYSED) believes that expanding and redefining our definition of college and career readiness includes benchmarks in multiple domains over time that will help all educators in the State to assess and improve students' college and career readiness. These domains include:



As a result of the work of the Summit, participants addressed issues that may impede or promote the development of comprehensive, data driven, standards-based practices of the school counselor. Recommendations were made that incorporate innovative and strategic methodologies to enhance collaborative leadership in school counseling for college and career readiness. The recommendations gleaned from these participants suggest that changes are needed to develop a trajectory that provides interconnections amongst elementary, middle, secondary and higher education institutions and continuous support for students in their academic pathway.

Participants of the Summit convened for two days and engaged in face-to-face and on-line correspondence to demonstrate collective skills, commitment, and credibility to lead the advancement of the Regents Reform Agenda. The participants were charged with providing leadership and expertise in cultivating big ideas that are responsive to cutting edge, innovative learning and support that penetrates the existing educational and cultural infrastructure, permeates academic content areas, and incorporates changes in pedagogical approaches to school counseling services.

The participants considered the following overarching questions through four different lenses:

What policies, programs, or practices does your institution have in place to support college and career readiness? What guidance, resources and support are still needed?

- Standards and Accountability
- Administrative and Community Support
- Curriculum and Instructional Resources
- Professional Development

Timeline of Events:

In February 2013, the Office of K-16 Initiatives and Access Programs convened an internal interdepartmental meeting to discuss planning a Summit to advance the Regents Reform Agenda with representatives from the Office of K-16 Initiatives and Access Programs, Office of Student Support Services, and the Office of Career and Technical Education to form an internal School Counselor Summit Steering Committee.

In March 2013, the Presidents of three New York State School Counselor Professional Associations - New York State Association of School Counselors (NYSSC), New York State Association for Counselor Education and Supervision (NYSACES), and the New York State Association for College Admissions Counselors (NYSACAC) - were contacted and each association nominated three members of their respective Executive Boards to serve on the School Counselor Summit Steering Committee (external). Additional members were invited to represent superintendents and counselor administrators. These external Steering Committee members represented school administrators and school counselors from public and charter schools across P-12, in addition to counselor educators from CUNY, SUNY, and private colleges and universities.

In April 2013, the first meeting of a joint Steering Committee was held. Hereafter, the joint Steering Committee convened monthly meetings to develop the workplan for the School Counselor Summit.

In June, 2013, members of the internal Steering Committee presented at the New York State Association for College Admission Counselors Conference. The presentation entitled, "Moving Toward a Comprehensive System of Support: The Regents Reform Agenda and the New York State Education Department." The purpose of the presentation was to initiate a discussion with the field about using district Guidance Plans (Commissioner's Regulations, part 100.2 (j) <http://www.p12.nysed.gov/part100/pages/1002.html#i>) to enhance collaborative leadership for college and career readiness.

In November 2013, the Steering Committee nominated 20 expert panelists to serve as presenters on 4 panels; each panel focused on a distinct topic:

- Standards and Accountability
- Administrative and Community Support
- Curriculum and Instructional Resources
- Professional Development

In December 2013, a Summit logo was developed by a student in Shenendehowa High School to use on all Summit related correspondence. The Summit overview, Participant Nomination and Volunteer Form were also developed and distributed to the field. Over 6,000 emails were sent to school administrators, principals, superintendents, district superintendents, presidents and deans of colleges and universities with education programs, in addition to members of each of the partnering school counseling associations. Over 250 participant nomination forms were received from interested parties across the state.

A meeting was convened in December 2013 with representatives from the Career and Technical Education Technical Assistance Center (CTE TAC) to establish a partnership to assist with the Summit publication and facilitation of small group discussions at the Summit. There was CTE TAC representation at the all subsequent Steering Committee meetings. The CTE TAC representative also hosted and facilitated subcommittee meetings as needed to further the development of small group protocol, and ancillary documents.

In January 2014, Summit participant nomination forms were reviewed by the Internal Steering Committee members according to the criteria established by the Steering Committee (local, regional, state, national or international expertise and leadership in education, research, and or business and industry, P-16 urban, rural, and suburban educational communities, and leaders from community organizations). Representation of the student population across New York State was also a consideration for participant selection. Participants were notified and Summit participation confirmations were requested. Due to the limited number of participants that could be accommodated, declination letters were also sent.

A repository for all materials, Summit presentations and journal publication information was developed by the external Steering Committee. The School Counselor Summit website may be accessed at: <https://sites.google.com/site/schoolcounselingsummit/home>.

On April 7, 2014, in an unprecedented first gathering representing three school counselor associations as well as school counselors, building and district leaders, counselor educators, and NYSED, a resounding and consistent message was heard in response to the question: "How can school counselors help all students become college and career ready?" A summary of the Summit evaluation and Recommendations from the Summit are attached.

Biographies of Presenters

Gloria Jean

Retired, President-Elect of the New York State School Counselor Association

Gloria A. Jean is a certified K-12 School Counselor and School District Administrator. She worked as an elementary, middle and high school counselor in the Capital District. She retired in 2009 from Niskayuna CSD as Director of K-12 Counseling Services and now teaches at the College of Saint Rose in Albany, NY, in the Graduate School of Education. She grew up on Long Island, NY, received her BS in Psychology, Masters in Education and CAS in Counseling Psychology from the University at Albany, NY, and also received a CAS in Educational Leadership from the College of Saint Rose. She lives near Albany in the town of Bethlehem and is President-Elect of the New York State School Counselor Association, for whom she also serves as liaison to NYSED's PPS Advisory, Safe Schools Task Force and School Counselor Advisory Council.

David Coates

School Counselor, Kenmore Town of Tonawanda School District

David P. Coates has been a school counselor for the past 27 years in the Kenmore Town of Tonawanda School District, which is a first ring suburban school district outside Buffalo, NY. He worked at Kenmore East Senior High School, for the past 23 of those 27 years and has been actively involved in New York State Association for College Admission Counseling (NYSACAC) for the past 8 years. Currently, he serves in the role of Immediate Past President for NYSACAC. Mr. Coates' undergraduate degree is from Michigan State University and his graduate degree in School Counseling is from University at Buffalo (SUNY).

Dr. Cynthia Walley

Assistant Professor, CUNY Hunter College

Dr. Walley earned a doctorate in Counselor Education, specializing in adolescent mental health, from Old Dominion University, Norfolk Virginia and a master's degree in Counseling from Augusta State University. Her undergraduate degree is in Psychology from Loyola University New Orleans.

In addition, to teaching in the undergraduate program at Old Dominion University for three years, Dr. Walley is currently an assistant professor at the City University of New York, Hunter College for the past five years. She has taught a variety of CACREP core area courses at the undergraduate and graduate level both to traditional and non-traditional age students of diverse backgrounds. She believes that high quality school counselor preparation programs are an essential part of attending to the academic, career/college, and person/social development for student success in P-12 schools; she instructs graduate students regarding the integration of district, state, and national standards that promote student achievement.

Dr. Walley's research interests are child and adolescent mental health issues and school counseling preparation. Thus, her research is geared towards training counselors to attend to the complex needs of children and adolescents. Currently, Dr. Walley's recent research addresses the mental health awareness of preservice school professionals. Her most recent publications titles are Advocacy For Professional Counseling and A Qualitative Examination Of School Counselors' Training To Recognize And Respond To Adolescent Mental Health Issues

Dr. Walley is currently the Co-President of the New York Association for Counselor Education and Supervision. The membership represents all counselor educators in New York State. In addition, she is a member of several counseling organization locally, regionally, and nationally in which she has most recently presented a paper titled Counseling at the Crossroads: Techniques for Counselor Educators at the Association for Counselor Education national conference and Creating The Winning Combination: Achievement For All Students at the Hunter College Urban Center for Assessment, Research and Evaluation (UCARE) symposium.

School Counselor Summit Evaluation

The School Counselor Summit had a total of 240 participants that were each emailed the Evaluation. While not every question was answered by all participants, the total number of responses was 186 or 77.5%. Below are selected responses with the number of responses and percentage for each question.

Summation

How did you hear about the School Counselor Summit:

- Professor/Colleague: Respondents: 26 for 15%
- Your Supervisor or other Administrator: Respondents: 64 for 37%
- Email notification: Respondents: 47 for 27%
- Association Website: Respondents: 15 for 9%
- Other: Respondents: 21 for 12%

Participation Nomination:

- My Supervisor or Administrator nominated me: Respondents: 75 for 45%
- I self-nominated to participate: Respondents: 39 for 24%
- I informed my Supervisor or Administrator about the Summit and he/she nominated me: Respondents: 29 for 18%
- I was a volunteer at this conference: Respondents: 5 for 3%
- Other: Respondents: 17 for 10%

Work Level:

- Elementary School: Respondents: 18 for 10%
- Middle School: Respondents: 40 for 22%
- High School: Respondents: 69 for 37%
- K-12: Respondents: 26 for 14%
- College or University: Respondents: 21 for 11%
- Other: Respondents: 12 for 6%

Position Classification

- School Counselor: Respondents: 99 for 59%
- School Counselor Supervisor: Respondents: 20 for 12%
- Other K-12 School Administrator: Respondents: 19 for 11%
- Counselor Educator: Respondents: 16 for 10%
- College Admissions: Respondents: 2 for 1%
- Graduate Student: Respondents: 4 for 2%
- Other: Respondents: 8 for 5%

Geographic Work Setting:

- Rural: Respondents: 50 for 32%
- Suburban: Respondents: 60 for 38%
- Urban: Respondents: 45 for 29%
- Other: Respondents: 1 for 1%

To What Extent does your school district implement the NYSSCA/ASCA Comprehensive Model in its schools?

- 64 percent of respondents indicated that they either fully implement (6%) or implement some aspects (68%) of the NYSSCA/ASCA Comprehensive Model in its schools.

Are you using a Comprehensive School Counseling Model other than the ASCA/NYSSCA model?

- Yes-If yes, please answer the next item: Respondents: 6 for 4%
- No: Respondents: 129 for 96%

If you answered YES to the previous question, what Model are you using?

- NYSSCA NYS cross walked with the ASCA model.
- Danielson, but not for evaluative purposes n/a.
- We will give strong consideration to the ASAI model presented at the conference by Sue Reynolds.
- NYSSCA and ASCA crosswalked models.
- ASCA National Model is integrated into our school counseling curriculum.

Additional comments made regarding the various topic discussions, its presentation and participants' experiences:

- There were great discussions and having more time would have been nice.
- Excellent panel speakers.
- The only feedback I would offer would be to have had participants reference the current standards or NYS School Counseling guide developed 2005 when sharing professional insights towards the development of new standards and guidelines.
- Panels were great but needed more counselor input.
- For each session, it would have been a great idea to have examples of the documents, resources, models and other support materials that you wished to be considered.
- Well coordinated and planned. It was obvious a LOT of planning and coordination took place before the event. Thank you!
- We have to be cautious about how we proceed. Very concerned about more unfunded mandates and the stress that puts on districts. Even at our own program's peril.
- I understand the need to have a K-16 gathering but several times during the discussions it was evident that those who work with K-12 students are coming from a different framework than those beyond 12th grade. The same can be said for the various demographic regions represented (suburban/ rural/ urban). In the future I'd be curious to be split along one or both of those lines.



School Counselor Summit 2014 Recommendations Report

In an unprecedented first gathering of school counselors, building and district leaders, counselor educators, higher education, and NYSED members at the 2014 School Counselor Summit held in Albany, NY, a resounding and consistent message was heard. The Summit acknowledged school counselors' critical role in Common Core Learning Standards implementation by addressing, "How can school counselors help all students become college and career ready?" Through the collaboration of this diverse group representing all geographic areas of New York State, rural, suburban and urban settings, all levels K-12, four key recommendations were developed:

(1) Require that every P-12 student have access to a fully implemented comprehensive school counseling program that is:

- Standards-based and developmental P-12 including:
 - *student competencies: academic, career/college and personal/social domains*
 - *four program components: foundation, delivery, management, accountability*
 - *school counselor competencies that support student competencies*
- Data-driven and revised annually based on data;
- Integrated with and supporting the school's educational program and district's priorities;
- Includes an annual documented individual goal-setting and progress review with each student.
- Developed, delivered and managed by certified school counselors;
- Accessible to all students through the establishment of reasonable maximum P-12 school counselor to student ratios;
- The foundation for a school counselor annual professional performance review;
- Supported with technology designed for comprehensive school counseling program delivery;

Research demonstrates how fully implemented school counseling programs raise student achievement, high school graduation rates, and college entry and graduation rates.^{1,2,3} Research also supports reasonable student to school counselor ratios' positive impact on graduation and attendance rates and lower disciplinary incidents.^{4,5}

The American School Counselor Association's *ASCA National Model: a framework for school counseling programs* describes four systemic elements of a comprehensive school counseling program:⁶

- a.) **Foundation** (mission, vision, goals, ethics, use of school, career, and college access/admission counseling standards, competencies, indicators),
- b.) **Delivery** (school counseling core curriculum lessons, planning for every student on future goals, group counseling and individual counseling),
- c.) **Management** (school counseling program Advisory Council, program calendars, administrator agreement on school counselor responsibilities, data templates, lesson plan templates, closing the gap action plans), and
- d.) **Accountability** (school counseling program assessment, school counselor evaluation, results reports for closing achievement and opportunity gaps).



School Counselor Summit 2014 Recommendations Report

(2) Require and provide consistent pre-service preparation and certification of school counselors in New York State reflecting current and future needs of P-12 students:

- Provide training on Parts 100 & 200 and future school counselor, school counseling program and related regulations;
- Incorporate training on: developing, managing, delivering, and evaluating a comprehensive school counseling program; school counseling core curriculum; data collection and analysis; mental health; substance use and abuse; domestic violence; special education; cultural and linguistic diversity; closing achievement and opportunity gaps; technology;
- Provide consistency among counselor education programs by requiring for provisional certification: a minimum 48 graduate credit hours, 100-hour practicum in a P-12 school setting, and 600-hour internship in a P-12 setting supervised by a certified school counselor;
- Establish a renewable school counselor certification of up to five years including 175 hours of required professional development;
- Provide opportunities for collaboration between school counseling and school building and district leader candidates as part of their preparation programs.

Consistency in school counseling program delivery as measured by achieving Recognized ASCA Model Program (RAMP) versus non-RAMP programs has repeatedly demonstrated the positive impact a consistently delivered comprehensive school counseling program has on student achievement. School counselor preparation and certification in New York State needs to be aligned with the skills needed to provide such a program.^{7,8}

(3) Require and provide significant annual professional development for school counselors and building and district leaders supporting full implementation and evaluation of comprehensive school counseling programs and school counselors in every P-12 school:

- Require Educational Leadership programs to prepare preservice building and district leaders to supervise and evaluate school counselors by receiving education about school counselor roles and implementing comprehensive school counseling programs;
- Require current building and district leaders to receive training on comprehensive school counseling programs and the role of a school counselor before evaluating school counselors;
- Ensure the school counselor and school counseling program evaluation process is based on on-going development, delivery, management, and evaluation of a comprehensive school counseling program.

When building and district leaders are knowledgeable on comprehensive school counseling program components and potential outcomes, they are more likely to support implementation. Lack of this knowledge is a key obstacle to implementation even when school counselors are well trained in its components; and, once knowledgeable, building and district leaders are a key support.^{9,10,11,12}



School Counselor Summit 2014 Recommendations Report

(4) Develop direct communication and support between NYSED and district/building leaders and school counselors to provide:

- support for school counseling program development, implementation, and evaluation;
- support for school counselor and building/district leader professional development;
- a digital clearinghouse for school counseling program best practices and resources;
- increased school counseling program stakeholder collaboration;
- a School Counseling Program Leadership Network (digital and traditional);
- statewide school counseling program implementation and evaluation accountability data.

Thirty-eight states are known to have comprehensive school counseling program standards developed with or acknowledged by their state education department; and most of those states have staff dedicated to supporting school counselors and school counseling program delivery. Implementation of a comprehensive P-12 school counseling program is facilitated by such a relationship.¹³ New York State appointed the first state-level “supervisor of guidance and counseling” in 1929, and by 1947 forty-one states had followed our lead.^{14,15} We are now among the minority of states without such a role.

References:

- ¹ Lapan, R. T. (2012). Comprehensive School Counseling Programs: In Some Schools for Some Students But Not in All Schools for All Students, *Professional School Counseling*, 16(2), 84-88.
- ² Carey, J., & Dimmitt, C. (2012). School counseling and student outcomes: Summary of six statewide studies. *Professional School Counseling* 16(2), 146-153.
- ³ Dimmitt, C., & Wilkerson, B. (2012). Comprehensive school counseling in Rhode Island: Access to services and student outcomes. *Professional School Counseling* 16(2), 125-135.
- ⁴ Lapan, R. T. et al (2012). Missouri Professional School Counselors: Ratios Matter, Especially in High-Poverty Schools, *Professional School Counseling*, 16(2), 108-116.
- ⁵ Lapan, R. T., Whitcomb, S. A., & Aleman, N. M. (2012). Connecticut professional school counselors: College and career counseling services and smaller ratios benefit students. *Professional School Counseling* 16, 117-124.
- ⁶ American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs*. Alexandria, VA: Author.
- ⁷ Wilkerson, K., et al (2013). Comprehensive School Counseling Programs and Student Achievement Outcomes: A Comparative Analysis of RAMP Versus Non-RAMP Schools. *Professional School Counseling* 16(3) 172-184.
- ⁸ Burkhard, A. W., Gillen, M., Martinez, M. J., & Skytte, S. (2012). Implementation challenges and training needs for comprehensive school counseling programs in Wisconsin high schools. *Professional School Counseling* 16(2) 136-145
- ⁹ Chata, C. C., & Loesch, L. C. (2007). Future school principals' views of the role of professional school counselors. *Professional School Counseling*, 11(1), 35-41.
- ¹⁰ National Office for School Counselor Advocacy (2009). *A Closer Look at the Principal-Counselor Relationship: A Survey of Principals and Counselors*.
- ¹¹ Leuwerke, W. C., Walker, J., & Shi, Q. (2009). Informing principals: The impact of different types of information on principals' perceptions of professional school counselors. *Professional School Counseling*, 12, 263-271.
- ¹² Ross, D., & Herrington, D. (2006). A comparative study of pre-professional counselor/principal perceptions of the role of the school counselor in public schools. *National Forum of Educational Administration and Supervision Journal*, 23, 1-18.
- ¹³ American School Counselor Association. *State School Counseling Programs & Web Sites*: www.schoolcounselor.org
- ¹⁴ Gysbers, N. C. (2006). Improving school guidance and counseling practices through effective and sustained state leadership: A response to Miller. *Professional School Counseling*, 9, 245-247.
- ¹⁵ Miller, G.D. (2006). How Collaboration and Research Can Affect School Counseling Practices: The Minnesota Story. *Professional School Counseling* 9(3), 238-244.