

*Vision*

Student  
Success

# School Counseling Frameworks

New York City Department of Education  
Office of School & Youth Development (OSYD)

The United Federation of Teachers Guidance Counselor Chapter

# School Counseling Frameworks

*Professional School Guidance Counselors provide a broad range of services in New York City public schools under the direction of their school principals.*

*This presentation is intended as an illustrative resource providing an overview of fundamental elements potentially framing contemporary comprehensive school counseling programs. Topics presented include:*

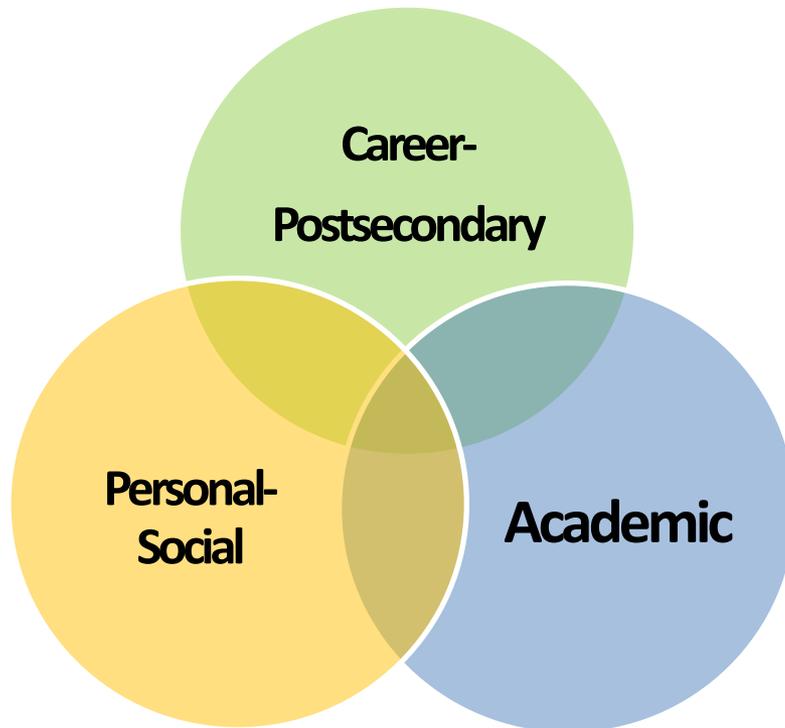
- ❖ Overview of the School Counselor Function
- ❖ Collaboration: A Key School Counselor Function
- ❖ Comprehensive School Counseling & Guidance
- ❖ School Counselor Deliverables
  - Academic Planning
  - Career-Postsecondary Planning
  - Personal-Social Development



# Overview of the School Counseling Function

**Professional School Counselors**, in collaboration with key educational stakeholders, develop comprehensive programs for students in Pre-Kindergarten through High School graduation, impacting on students' academic achievement, personal-social development and preparedness for career and postsecondary success:

## *The 3 Domains of School Counseling*



# Overview of the School Counseling Function



❖ Young people today live in exciting and demanding times with an increasingly diverse society, evolving technologies and expanding opportunities in a competitive global economy.

❖ As they transition from childhood through adolescence and young adulthood, students are faced with multifaceted challenges impacting achievement and readiness for postsecondary success.

***Professional School Guidance Counselors are in a unique position to collaboratively build on students' strengths and identify and address challenges that may hinder student success!***

(ASCA, 2005)

# Professional School Counseling

*attends to child & young adolescent development*

## During Elementary School Years, Students...

- Begin to develop self-concept
- Begin to develop life skills
- Develop and acquire distinct attitudes



## During Middle School Years, Students...



- Experience rapid growth and change
- Need to explore interests
- Need high levels of activity
- Search for their own unique identity
- May be extremely sensitive
- Develop reliance on friends

(ASCA, 2005)

# Professional School Counseling

*attends to adolescent & young adult development*

During High School Years, students...



- Experience a final transition into adulthood
- Explore who they are and who they will become
- Are influenced by their peers
- Are faced with increased social and academic pressures
- Need support to make decisions that focus on future success

(ASCA, 2005)

# Professional School Counseling

*assists students to explore fundamental questions...*

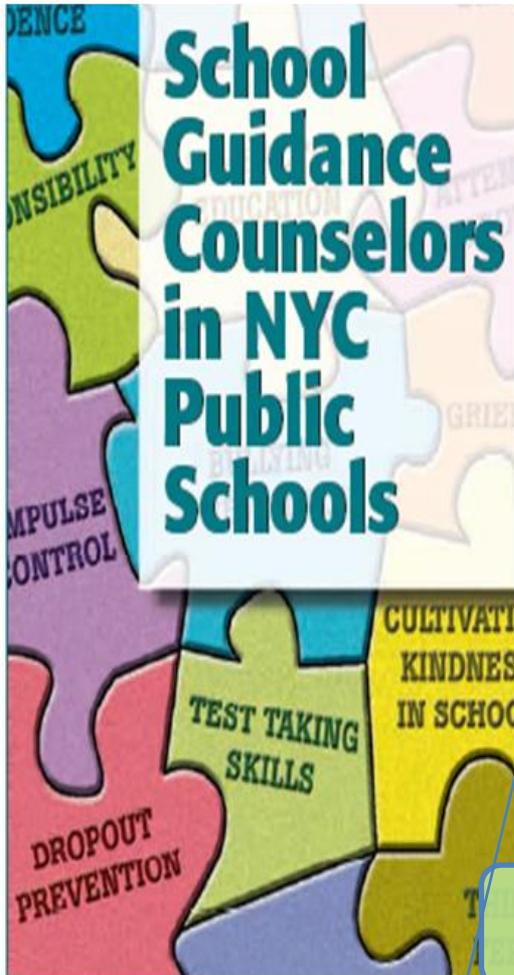
**Who am I?**

**Where am I going?**



**How will I get there...?**

- What makes me who I am?
- How do I learn best?
- How will the choices I make now impact on my future?
- In what ways is education essential?
- What is success?
- What does it mean to be a good student?
- How do my beliefs influence what happens to me?
- How can we create change in ourselves and our communities?



# Vision Student Success

Collaborating with school administrators and multiple stakeholders in advocating for programs and services that positively impact student success.

Developing prevention and intervention services in the areas of academic, personal-social, and career-postsecondary planning in alignment with New York State learning standards, social emotional development, and higher education & career readiness.

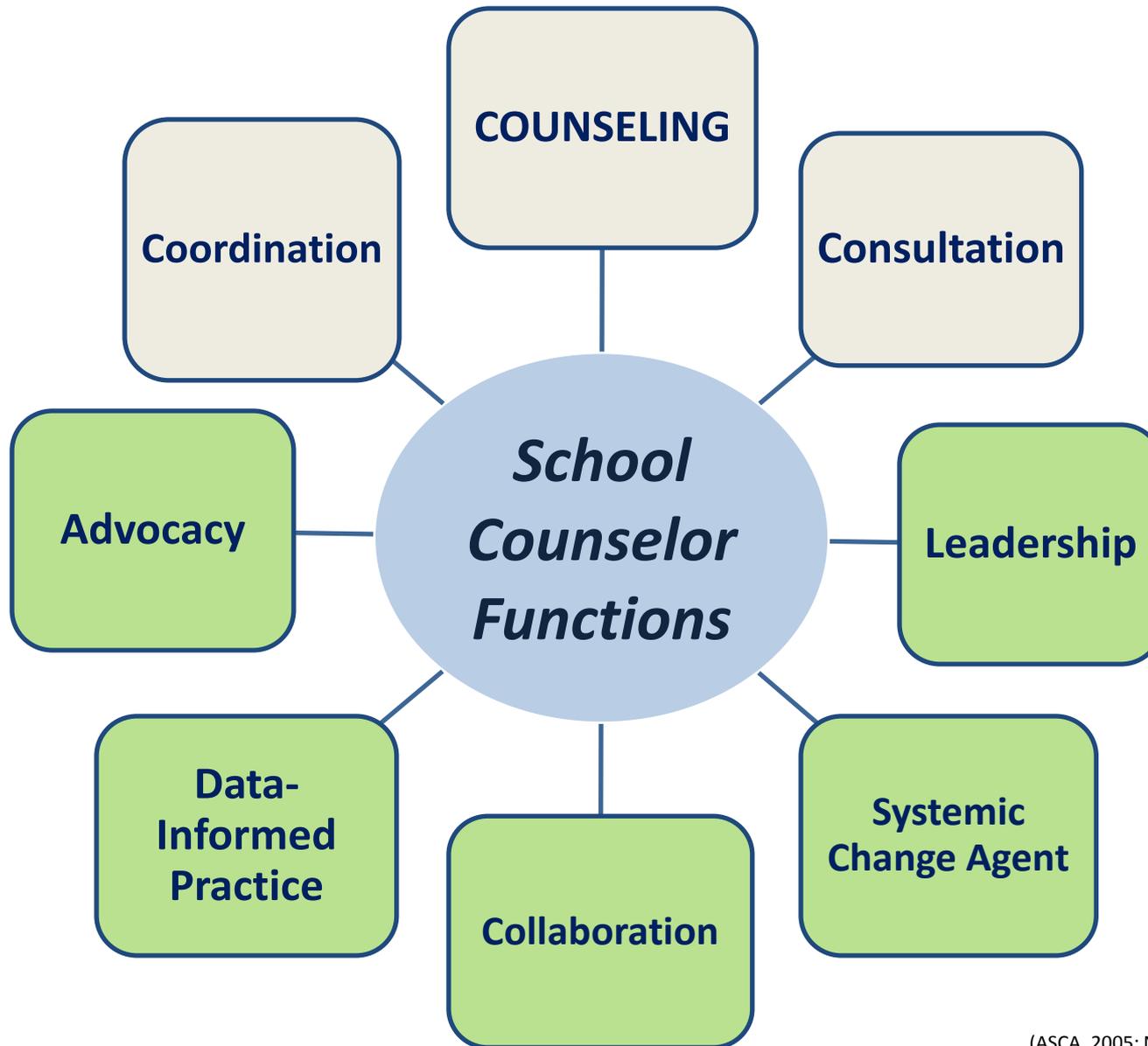
## INTEGRAL MEMBERS OF THE SCHOOL COMMUNITY

Aligning programs with models of ASCA, NYSSCA and other contemporary standards-based frameworks, including school counseling ethical standards.

Possessing a Masters degree or higher and trained to service students across grade levels and the entire school community.

Professional educators certified by the New York State Department of Education and licensed by the New York City Department of Education.

# Contemporary School Counseling



(ASCA, 2005; NYSSCA, 2005)

# Collaboration: A Key School Counselor Function



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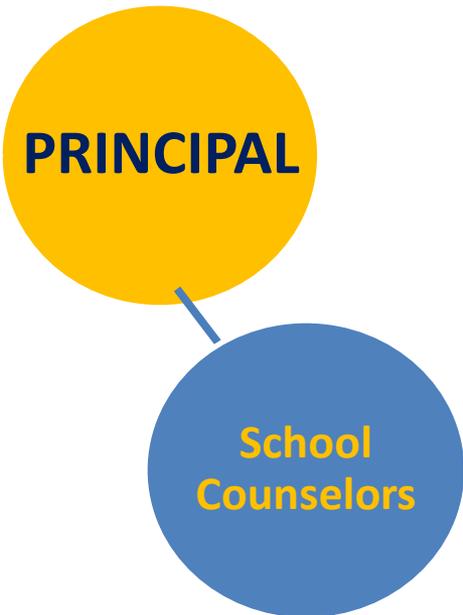
# Effective Principal-Counselor Partnerships

**COLLABORATION**

**COMMUNICATION**

**RESPECT**

**SHARED VISION**



1. Mutual trust and respect between the principal and school counselors
2. Open communication with multiple opportunities for meaningful input
3. Opportunities to share ideas on school-wide educational initiatives
4. Sharing information about needs within the school and the community
5. School counselor participation on school leadership teams & committees
6. Joint commitment to equity, opportunity & development of achievement goals for all students
7. A shared vision of what is meant by student success

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# Effective Principal-Counselor Partnerships

COLLABORATION

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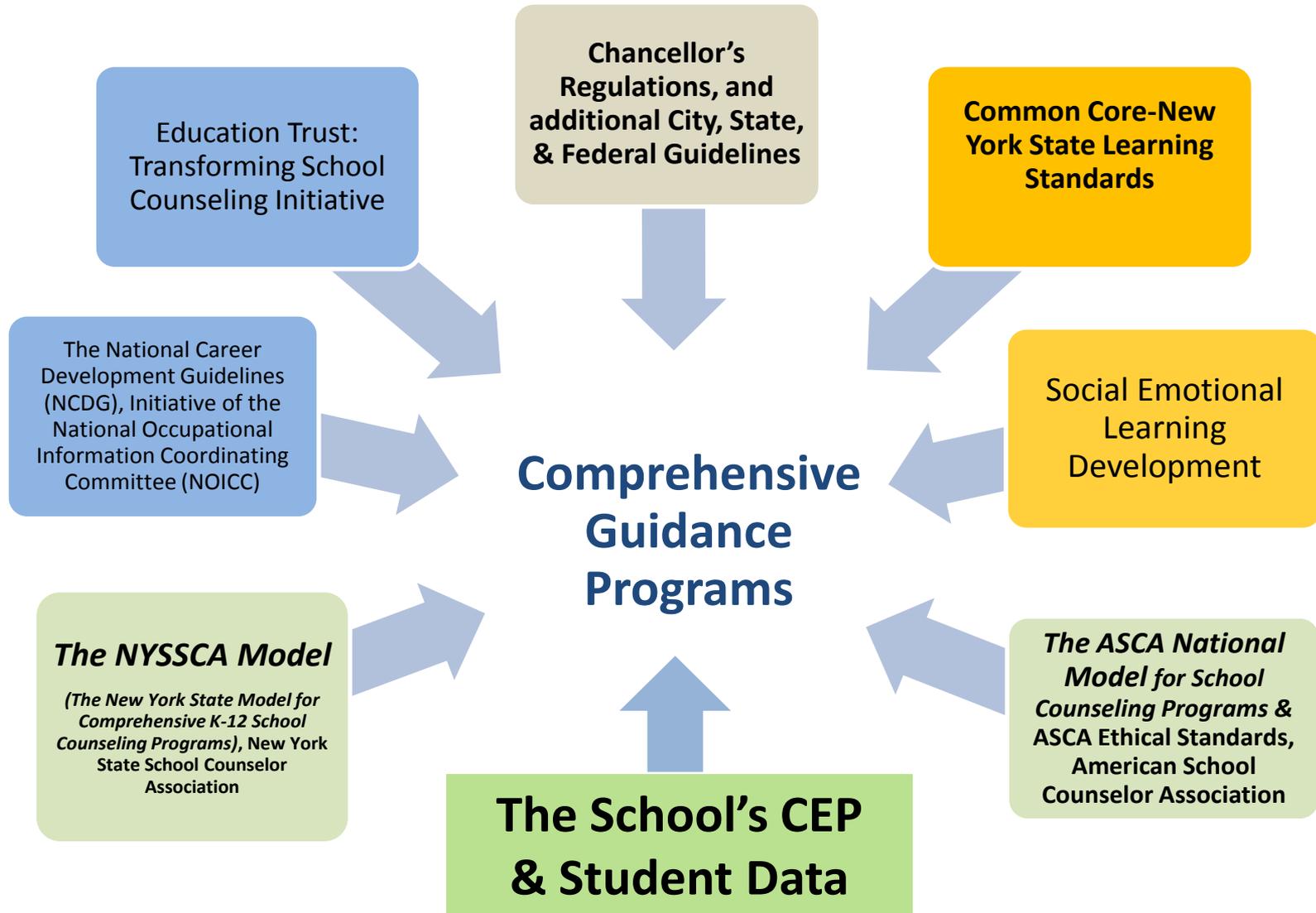
Strong principal-school counselor collaboration contributes to optimal development of school counseling programs, ensuring:

- ✓ Opportunities for **all students** to access individual and school-wide support services
- ✓ Assignment of **appropriate** school counseling caseloads and responsibilities
- ✓ Alignment of **school counseling program goals** with school-wide improvement goals

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# Informing Comprehensive Counseling and Guidance Programs



# Comprehensive School Counseling & Guidance

## Characteristics

✓ Integral to the total educational program

✓ Continuously refined through program evaluation addressing the evolving needs of students

✓ School counseling goals aligned with school-wide goals

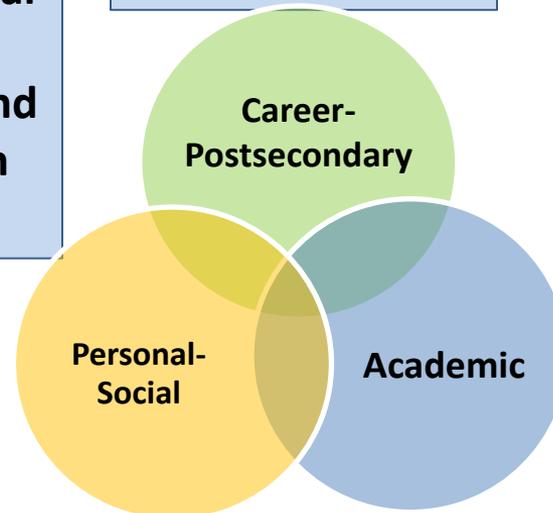
## GOALS

Supporting students in acquiring the necessary knowledge and skills to be effective learners and contributing members of the school community

Ensuring that every student participates in activities in the three domains:

Providing developmental as well as prevention and intervention services

Providing for the growth & development of ALL students



# Informing Comprehensive Counseling and Guidance Programs

## American School Counselor Association (ASCA) National Standards Student Competencies: Knowledge, Skills, Attitudes

### ACADEMIC

#### Standard A

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

#### Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

#### Standard C

Students will understand the relationship of academics to the world of work and to life at home and in the community.

### CAREER - POSTSECONDARY

#### Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

#### Standard B

Students will employ strategies to achieve future career success and satisfaction.

#### Standard C

Students will understand the relationship between personal qualities, education and training and the world of work.

### PERSONAL-SOCIAL

#### Standard A

Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

#### Standard B

Students will make decisions, set goals and take necessary action to achieve goals.

#### Standard C

Students will understand safety and survival skills.

New York State Learning Standards:

ELA, The Arts, Health- PE- Home Economics, CDOS , LOTE, Math-Science- Technology, Social Studies

The National Career Development Guidelines (NCDG), Initiative of the National Occupational Information Coordinating Committee (NOICC)

Social Emotional Learning Development Standards



Academic

**Standard A**

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

**Standard B**

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Standard C**

Students will understand the relationship of academics to the world of work and to life at home and in the community.

(ASCA, 2005)

# Academic Planning

## FUNDAMENTALS



# Sample School Counseling Activities/Deliverables

✓ **Supporting student success through study & test taking skills**

✓ **Contributing to improve student attendance**

✓ **Academic Intervention Services (AIS)**

✓ **Awareness and access to promotion & graduation requirements**

✓ **Increasing graduation rates**

✓ **Using data informed practice to increase opportunities & promote achievement**

✓ **Supporting teachers & principals in their work with students**

➤ **Providing individual and small group counseling and classroom guidance**

➤ **Conducting ongoing review of student data**

➤ **Delivering class presentations**

➤ **Connecting students to in-house & after-school enrichment programs**

➤ **Facilitating parent workshops**

➤ **Participating in school based Pupil Personnel Committees (PPCs) & Academic Intervention Services (AIS) committees**

➤ **Developing ongoing collaboration with multiple stakeholders**

➤ **Processing referrals to outside agencies as needed**

➤ **Conducting ongoing outreach to parents**

➤ **Identifying & providing resources & materials to address academic needs**

➤ **Monitoring student progress**

➤ **Collaborating with teachers on student learning**

➤ **Facilitating articulation and transition between grade levels**

## Career-Postsecondary

### Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

### Standard B

Students will employ strategies to achieve future career success and satisfaction.

### Standard C

Students will understand the relationship between personal qualities, education and training and the world of work. (ASCA, 2005)

## Career-Postsecondary Planning

### FUNDAMENTALS

- ✓ **Helping students explore post-secondary options including college & career choices**
- ✓ **Facilitating the college application process**
- ✓ **Connecting career goals to educational goals**
- ✓ **Assisting students to develop skills necessary to succeed in school, community and the world or work**
- ✓ **Engaging parents in educational and career planning for their children**
- ✓ **Helping parents to navigate the school's roles in the educational process**

## Sample School Counseling Activities/ Deliverables

- 
- Providing individual & small group counseling and developmental classroom guidance on career-postsecondary planning
  - Assisting students in the ongoing exploration of three main questions (NYS CDOS learning standards): Who am I? Where and I going? How will I get there?
  - Promoting a community-wide college-going culture
  - Assisting students with development of self awareness and college & career exploration (postsecondary options, college major decision-making, etc.)
  - Using data and multiple instruments to enhance postsecondary planning processes (assisting students in identifying personal and career interests, etc.)
  - Processing college recommendations
  - Assisting students & families in understanding college application & FAFSA process
  - Engaging multiple stakeholders in coordinating college fairs, college visits, career day/week, homecoming events ,etc.
  - Collaborating with teachers in integration of service learning into the curriculum
  - Strengthening articulation processes by engaging personnel from receiving & sending schools (co-facilitating presentation to students, etc.)
  - Encouraging student participation in rigorous coursework & challenging programs
  - Assisting students with development of academic and career portfolios
  - Connecting students with multiple academic and postsecondary preparation resources (test-prep, electronic search engines, etc.)
  - Coordinating college preparation advisories, mentorship and internship opportunities
  - Conducting ongoing individual review of student progress & goals with student and parents
  - Facilitating information sessions and follow-up parent workshops
  - Ensuring multiple resources are available in appropriate languages
  - Engaging parents in a wide range of programs (career-day; job shadowing, etc.)
  - Assisting parents to interpret multiple data sources: report card, transcript, attendance records, career interest inventories, standardized test scores, etc.
  - Consulting with multiple stakeholders on development of incentive programs to promote achievement & raise student aspirations



Personal-Social

# Personal-Social Development

## FUNDAMENTALS

- ✓ Promoting school success & readiness
- ✓ Positively impacting school climate
- ✓ Encouraging positive motivation, self esteem and raising student aspirations
- ✓ Assisting students with positive and productive decision making
- ✓ Encouraging development of positive interpersonal relationships
- ✓ Building resiliency
- ✓ Facilitating access to community resources
- ✓ Facilitating articulation
- ✓ Transitioning processes- Grades & Levels

### Standard A

Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

### Standard B

Students will make decisions, set goals and take necessary action to achieve goals.

### Standard C

Students will understand safety and survival skills.

(ASCA, 2005)



# Sample School Counseling Activities/Deliverables

## PROGRAMS

- Peer Mediation
- Positive Behavior Intervention Systems (PBIS )
- Character Education
- Respect for All/ Anti-Bullying
- Conflict Resolution
- Decision-making training
- Life Space Crisis Intervention (LSCI)
- Restorative Approaches
- Cross-functional collaboration
- Career Day
- Advisories
- Mentoring
- Restorative Practices
- Social Skills building
- Target guidance lessons
- Individual & group counseling
- Thematic counseling groups

## RESOURCES

- Community Based Organizations (CBOs)
- Counseling activities
- Clubs
- Camps & summer opportunities
- After school programs
- Internships
- Community services
- Use of systemic data systems to inform practice
- Professional Associations

# Resources

New York City Department of Education School Guidance Counselors may access valuable resources and updates at the Guidance Portal:

<http://schools.nyc.gov/Teachers/guidance/default.htm>

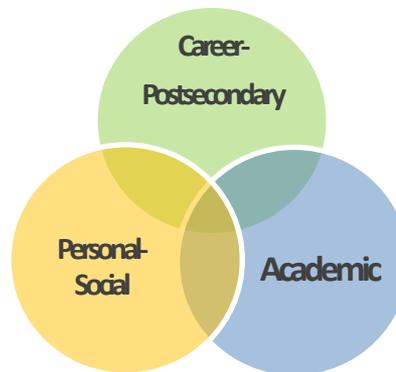


## Guidance Inquiries:

Please contact your Children First Network Youth Development Liaison or email [Guidance@schools.nyc.gov](mailto:Guidance@schools.nyc.gov)

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**This document is intended as an illustrative resource providing an overview of fundamental elements potentially framing contemporary comprehensive school guidance counseling programs. The information provided is not meant to be prescriptive and does not encompass the full range of components of comprehensive programs and the broad range of services that professional school guidance counselors may provide in New York City public schools under the direction of their school principals.**

# NYCDOE/UFT School Counseling Frameworks

## Committee Members Include:

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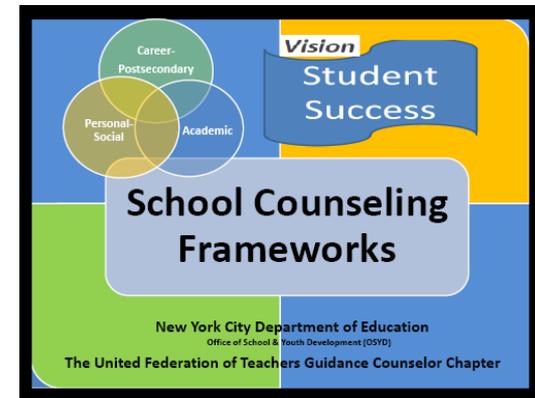
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## *The mission*

*of the **School Counseling Frameworks Committee (SCFC)** is to continue to strengthen understanding among multiple stakeholders regarding the integral role of professional school guidance counseling in impacting the academic, career-postsecondary, and personal-social development of all students.*



*The **School Counseling Frameworks Committee (SCFC)** is a collaborative effort of school counseling professionals of the New York City Department of Education (NYCDOE), the United Federation of Teachers (UFT) Guidance Chapter and representatives in higher education.*