



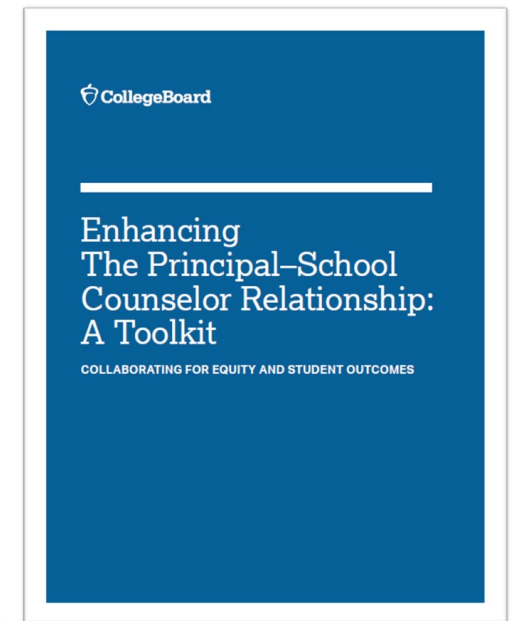
*SCHOOL
COUNSELORS:
STRATEGIC,
INTENTIONAL,
INFORMED*



**SCHOOL COUNSELOR
LEADERSHIP NETWORK**
RIVERSIDE COUNTY

Enhancing the Principal-School Counselor Relationship: A Toolkit

Martha Morris, Director
College Board



<https://counselors-origin.collegeboard.org/pdf/enhancing-principal-school-counselor-relationship-toolkit.pdf>



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RIVERSIDE COUNTY

1. Introduction to the 2021 Principal-School Counselor Toolkit
2. Using the Toolkit
3. Accessing the Toolkit
4. Employing the Toolkit in your School/District
5. Equity: Assessing Data and Exploring Inequalities
6. Communication
7. School Counselor Leadership
8. Cultivating Trust
9. Q & A

1.

Introduction to the 2021 Principal-School Counselor Toolkit



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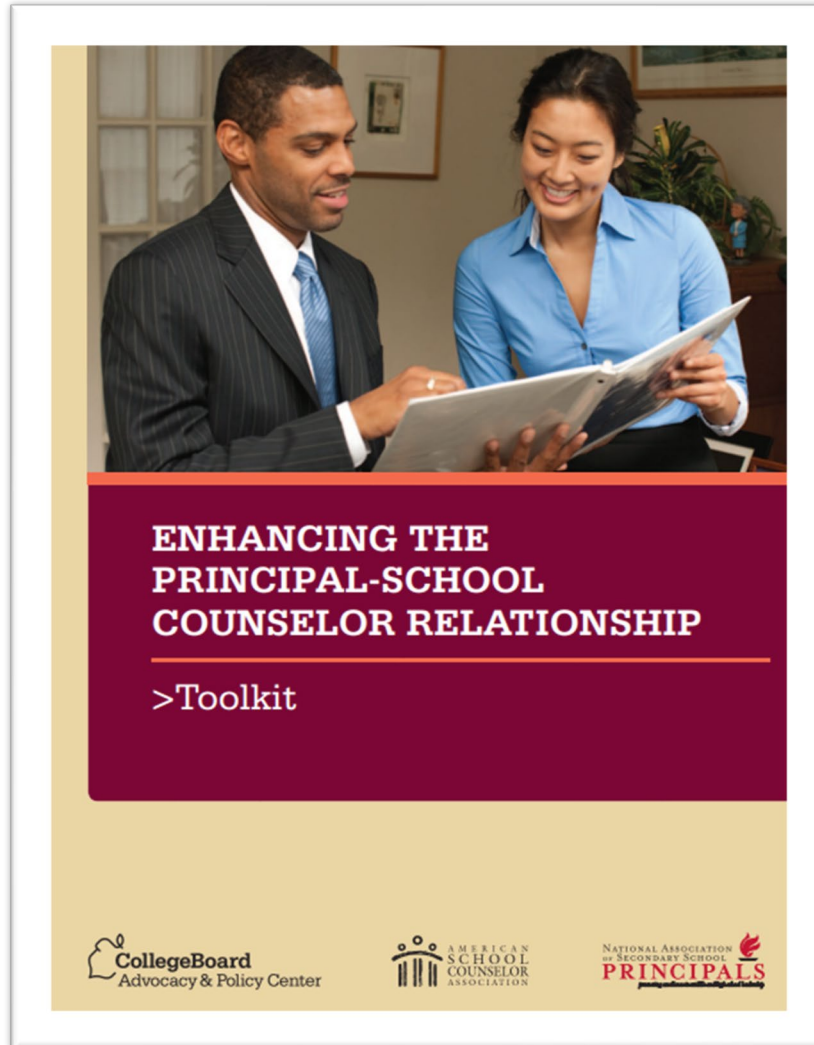


The **American School Counselor Association (ASCA)** is a nonprofit, 501(c)(3) professional organization based in Alexandria, VA. ASCA promotes student success by expanding the image and influence of professional school counseling through leadership, advocacy, collaboration, and systemic change. ASCA helps school counselors guide their students toward academic achievement, personal and social development, and career planning to help today's students become tomorrow's productive, contributing members of society. Founded in 1952, ASCA currently has a network of 51 state and territory associations and a membership of more than 41,000 school counseling professionals. For additional information on the American School Counselor Association, visit schoolcounselor.org.

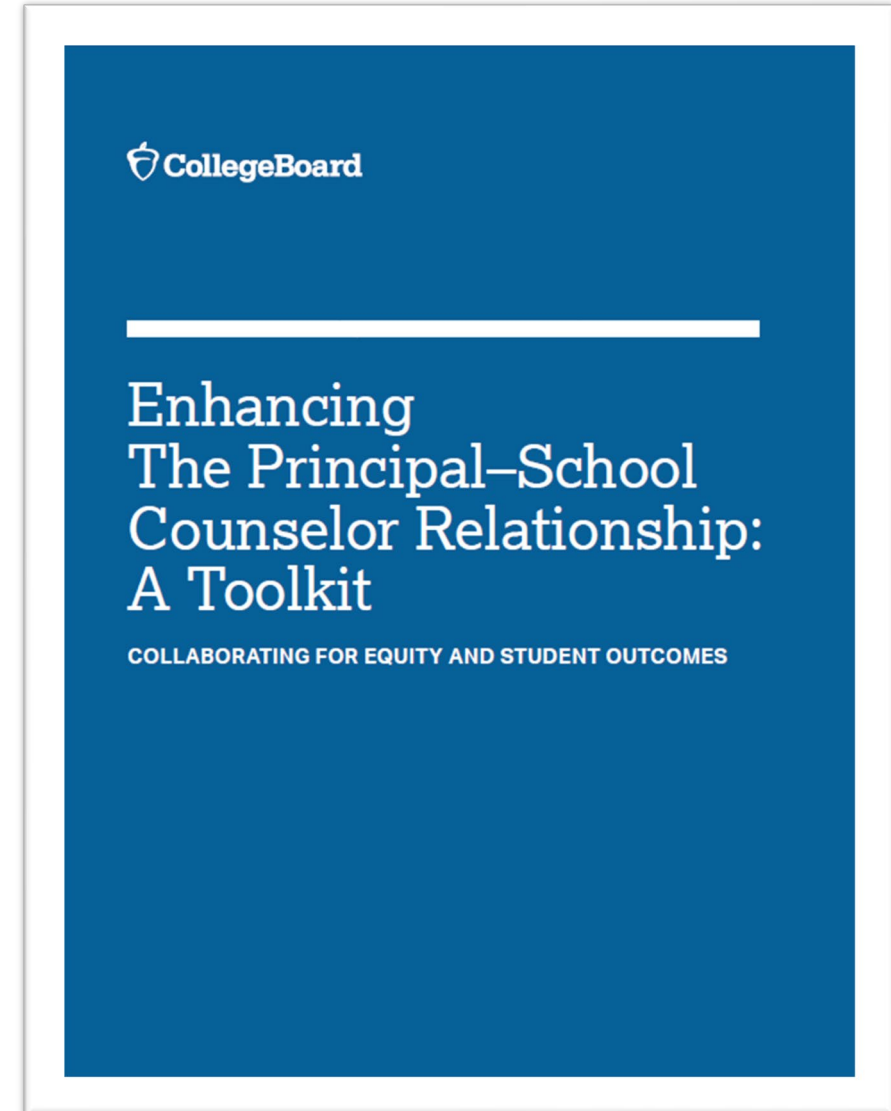


National Association of Secondary School Principals Founded in 1916, NASSP promotes excellence in school leadership as the preeminent organization of and national voice for middle level and high school principals, assistant principals, and aspiring school leaders from across the United States and more than 45 countries around the world. NASSP provides our members with the professional research-based and peer-tested resources, and practical tools and materials they need to serve as visionary school leaders so that every student can be prepared for postsecondary learning opportunities and be workforce ready. NASSP advances middle level and high school education by promoting high professional standards, focusing attention on school leaders' challenges, providing a "national voice" for school leaders, building public confidence in education, strengthening the role of the principal as instructional leader, and advocating for the issues and interests of principals in the news media. NASSP sponsors the National Honor Society, the National Junior Honor Society, the National Elementary Honor Society, and the National Association of Student Councils.

2011



2021



Approach to Research and Findings

Mixed Method Approach



One on one conversations and focus groups



Guided literature review



Artifacts and Resources

National Survey



388 Secondary School Principals;
1,578 Secondary School Counselors



43 out of 50 states were represented by
the participants in this data.



Majority of participants were:

- In their position between 10-20 years
- High school staff

It is through a shared and fundamental commitment to equity that all other facets of the principals and school counselors' work can be established and built.

“All that we are doing—how we lead, how we operate, how we inspire—is in service to equity for all of our students and their families, and their dreams.”

Vincena Allen
Chief Growth Officer
The SEED Foundation

A Focus on Equity

- Begin by defining and distinguishing your perspectives on equity and equality.
- Review your professional standards pertaining to equity.

Professional Standards

Principal

- a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h. Address matters of equity and cultural responsiveness in all aspects of leadership.

School Counselor

- B-PF 6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities.
- B-PF 8. Demonstrate advocacy in a comprehensive school counseling program.
- B-PF 9. Create systemic change through the implementation of a comprehensive school counseling program.
- B-SS 4. Make referrals to appropriate school and community resources. Consult to support student achievement and success.
- B-SS 5. Collaborate with families, teachers, administrators, other school staff, and education stakeholders for student achievement and success.
- B-PE 2. Identify gaps in achievement, attendance, discipline, opportunity, and resources.
- B-PE 4. Develop and implement action plans aligned with program goals and student data.

A Focus on Equity

- Begin by defining and distinguishing your perspectives on equity and equality.
- Review your professional standards pertaining to equity
- Reflect and engage in critical dialogue and discussion regarding practice and leadership

What questions should we be asking ourselves as we work to ensure equity in our school community and equitable outcomes for our students?

How might we assess equity in our work and our intentions?

How are we assessing our own biases and assumptions?

1. What are the biases and assumptions that I may hold regarding students and/or student groups?
2. How might these biases and assumptions inhibit, deter, and/or prevent me from providing equitable resources, supports, and/or treatments to students?
3. What will I need to do differently to ensure that these biases and assumptions don't impact my work, especially how I serve students and their families?

If we were to focus on ensuring the success of students with the greatest need, and/or those who experience the greatest marginalization within our school communities, how might our efforts or policies change? How might we learn from providing equitable experiences for the students with the greatest need to inform our practices throughout our community?

How might equity be embedded within one's professional identity?

How might equity be articulated as a professional expectation?

New Content

A Unifying Purpose: Equity as Bedrock
Articulating Purpose, Vision, and Mission
Effective Communication
Ensuring Equity: Assessing Context and Capacity
Cultivating Trust and Respect
Leadership, Part I: Collaborating and Sharing Decision Making
Leadership, Part II: Advancing Student Achievement
Supporting a New Principal or New School Counselor
Continuous Improvement and Advanced Practices



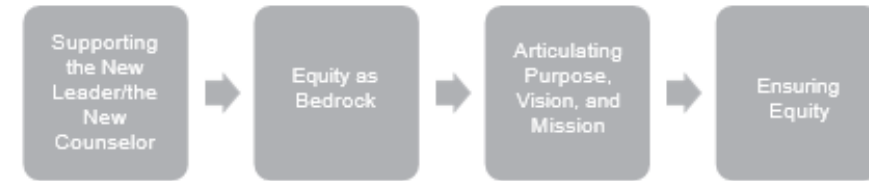
2.

Using the Toolkit

Toolkit Sequencing Options

The toolkit is an adaptive resource that you can revisit as you face new opportunities and challenges in your work. Although not prescriptive, you may want to choose one of the sequences depending on your school community needs.

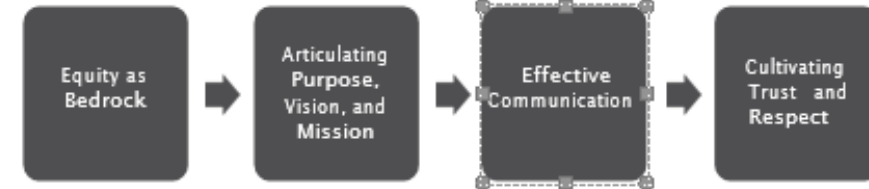
If your school has a new principal/new school counselor:



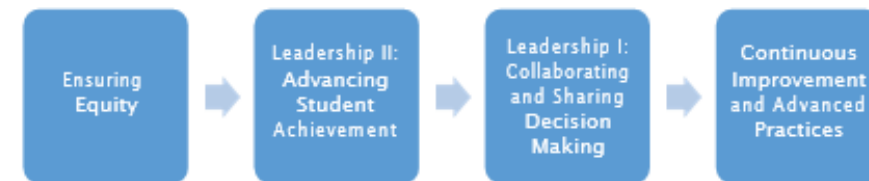
If you are concerned with opening/closing the academic year (annual data focus):



If your focus is opening/closing the academic year (annual relationship focus):



If you are working together as veteran school counselors and veteran leaders:



If you're interested in promoting counselors as leaders:



New Principal/School Counselor

Supporting New Principal/ School Counselor

- Transition Traps
- Advanced Strategies for the New Leader: Principals and School Counselors
- Successful Leadership Transitions: Onboarding Essentials
- Onboarding Action Plan
- Five Conversations for New Leaders
- Five Conversations Action Plan

Equity As Bedrock

- A Primer in Equity
- Professional Competencies and Commitments
- Equity in Action

Articulating Purpose, Vision, and Mission

- Sharing Purpose
- Aligning Vision and Advancing Mission
- Exploring Opportunities for Alignment and Collaboration
- Reflecting on Personal Development and Goals

Ensuring Equity

- Understanding Our School Context
- Equity: Our Work in Schools
- Assessing Data and Exploring Inequities
- Engaging Your Community
- Assessing the Strengths and Needs of At-Risk Students
- Summer Equity and Strategy Data Walks

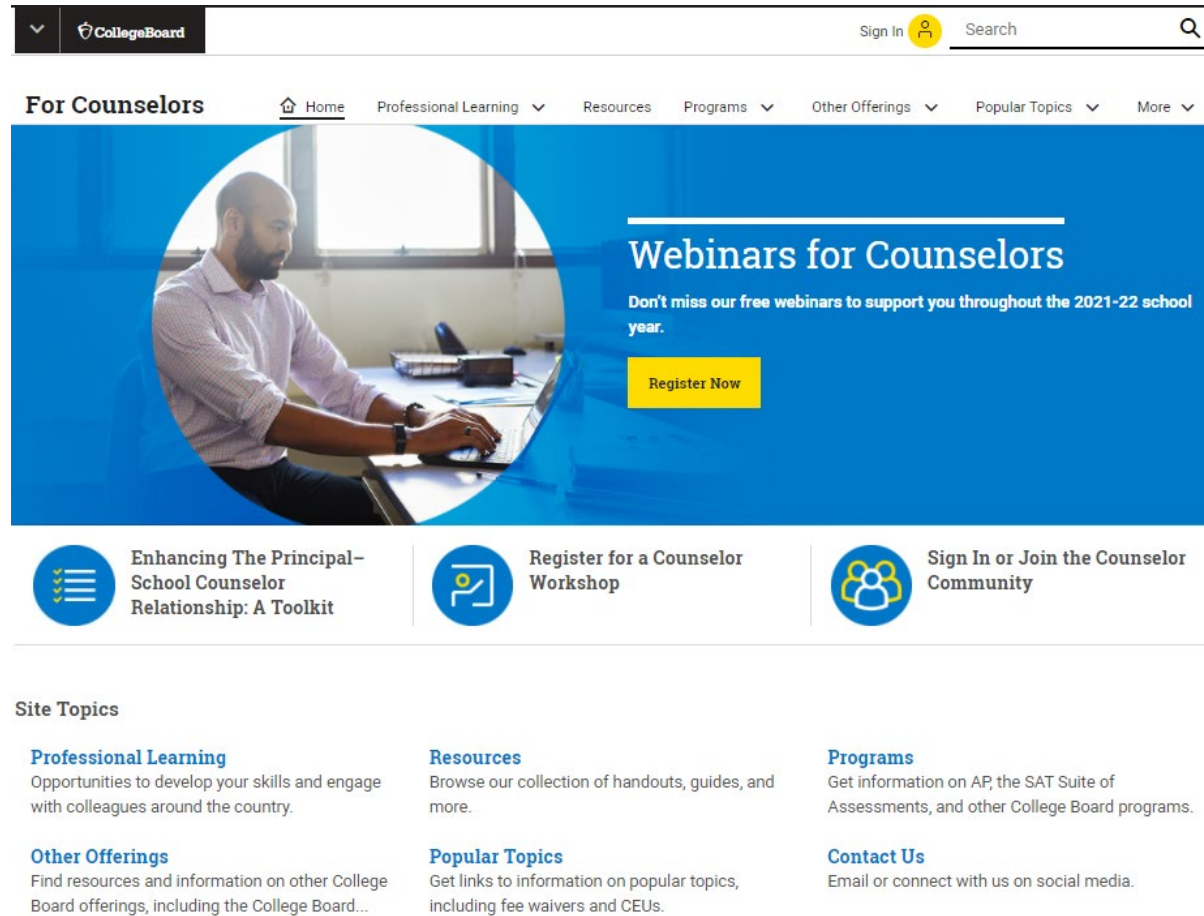
Initiating the Process of Relationship Building



3.

Accessing the Toolkit

College Board for Counselors



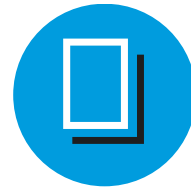
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Find resources and information on other College Board offerings, including the College Board...

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Get links to information on popular topics, including fee waivers and CEUs.

Contact Us
Email or connect with us on social media.

Navigating the Toolkit

<https://collegeboardcounselors.clickhelp.co/articles/#!enhancing-the-principal-school-counselor-relationship-a-toolkit-publication>

The screenshot displays the CollegeBoard website interface. At the top, the navigation bar includes the CollegeBoard logo and links for HOME, PRINCIPAL SCHOOL COUNSELOR TOOLKIT, PRINCIPAL SCHOOL COUNSELOR TOOLKIT PDF VERSION, COLLEGE BOARD FOR COUNSELORS, and CONTACT COLLEGE BOARD COUNSELOR ENGAGEMENT. Below the navigation bar, the page title is "Enhancing the Principal-School Counselor Relationship: A Toolkit Publication / A Unifying Purpose: Equity as Bedrock".

On the left side, there is a sidebar menu with a search box labeled "Filter topics by title...". The menu items are:

- Welcome Message and Orientation to the Toolkit
- Contents
- Using the Toolkit
 - Toolkit Sequencing Options
 - Navigating this website
- A Unifying Purpose: Equity as Bedrock
 - A Primer in Equity**
 - Professional Competencies and Commitments to Equity
 - Equity in Action: Reflection Questions
- Articulating Purpose, Vision, and Mission
- Effective Communication
- Ensuring Equity: Assessing Context and Capacity
- Cultivating Trust and Respect
- Leadership, Part I: Collaborating and Sharing Decision Making
- Leadership, Part II: Advancing Student Achievement

The main content area features the article title "A Primer in Equity" with a link icon and a print icon. Below the title, it states "Updated on 10/6/2021 · 4 min read".

The article text begins with: "Equity as bedrock requires principals and school counselors to begin by defining and distinguishing your perspectives on equity and equality. In the space below, reflect on the similarities and differences between *equity* and *equality*, and how these concepts are defined in your community. Consider the things you do within your practice that elevate equality and the barriers and obstacles you remove to ensure equity."

Below the text is a table with four reflection questions:

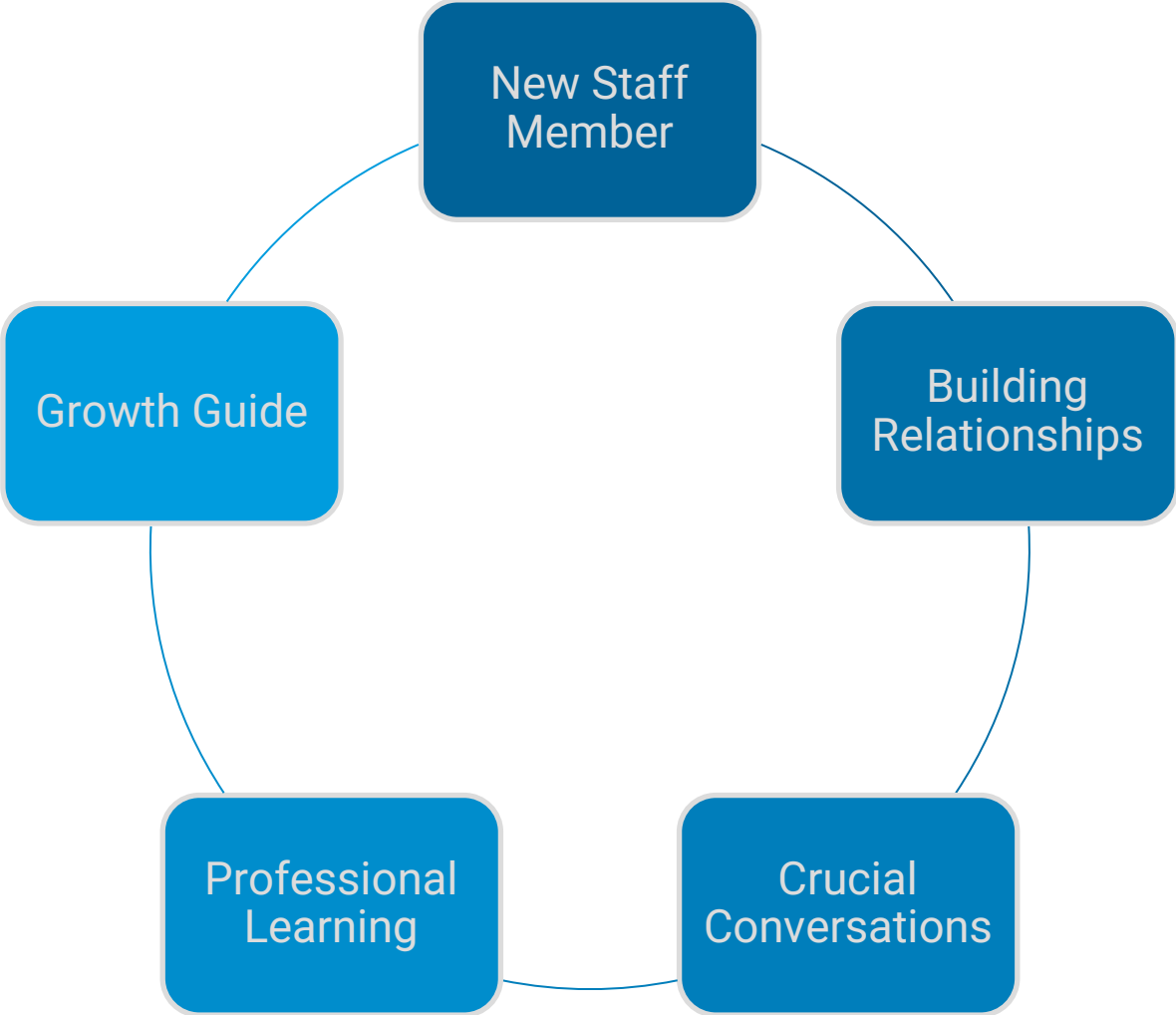
Reflection: <i>What is your definition of equity?</i>	Reflection: <i>What is your definition of equality?</i>
Reflection: <i>What needs to be removed to ensure equity?</i>	Reflection: <i>What is elevated to ensure equality?</i>

The article concludes with a quote from the Center for Public Education: "The Center for Public Education suggests that 'equality in education is achieved when students are all treated the same and have access to similar resources' (Barth 2016, 1). The National Association of Secondary School Principals (NASPP) concept of an equitable educational environment begins with ensuring equality. The school community is one which 'supports and develops each student, regardless of his or her race, gender, sexual orientation, disability, or socioeconomic standing' by providing equal 'access to strong learning opportunities and high expectations.' NASPP also stresses the importance of providing the adults in a school community 'an environment that values them as people and treats them fairly,

4.

Employing The Toolkit in Your School/District

Toolkit Implementation Ideas



5.

Assessing Data and Exploring Inequities

Assess Your School's Data and Efforts for Ensuring Equity (pp. 44-5)

What is our performance by school and by student group?

Do all schools have adequate funding?

Do we provide high-level curriculum in all of our schools?

What are the qualifications of our teaching staff?

How do our overall discipline rates compare to other districts?

Do we have enough school counselors and trained mentors to support students and work in partnership with families?

Do we monitor our progress?

Additionally, it is important for school leaders to assess workforce diversity and the training necessary to be in support of students.

- What is the composition of our workforce in comparison to our student diversity?
- What is the diversity of our instructional staff, administrative staff, and other leaders within our school?

Guided by the essential questions offered by the **Center for Public Education** (Barth 2016, 7–8).



Implement Continuous Review to Ensure Equity

Focus Areas



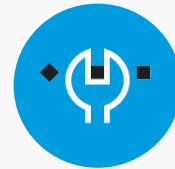
Academic Achievement



Instruction



Funding



Discipline



Student Support



Student Success

6.

Effective Communication

Strategies for Multiple Communication Needs

The quality and frequency of communication are often described as the greatest concerns in school communities. Effective communication, in moments of change, growth, crisis, and conflict, requires practice and strategy.

- Effective Communication Self Assessment
- The Art of Connecting
- Fostering Agreement
- Culture of Inquiry
- Providing Feedback
- Communication for Conflict
- Facilitating Difficult Conversations
- Addressing Team Conflict
- Moments of Crisis

Fostering Agreement (p. 30)

Stages	Promising Practices	Define Specific Actions
<p>Clarify</p> <p>Create a Mental Picture</p> <p>Establish Context and Rationale</p> <p>Check for Obstacles</p>	<p>Ensure clarity of the goals and objectives, as well as the work needed to be executed</p> <p>Define steps, stages, resources, and expectations</p> <p>Provide an opportunity for others to articulate their understanding of the proposed agreement(s)</p> <p>Highlight the impact of the work and its importance to the whole</p>	
<p>Commit</p> <p>Summarize</p> <p>Set Benchmarks and Timelines</p>	<p>Articulate shared understandings and explicitly state who will lead what areas of the work</p> <p>Define measures of progress and success</p> <p>Confirm deadlines and other time-bound expectations</p>	
<p>Support</p> <p>Honor Commitments</p> <p>Offer Feedback</p> <p>Act as a Coach</p>	<p>Demonstrate commitment to the work by checking in, reviewing commitments, and offering feedback</p> <p>Check in and offer direct support and initial review of the work</p> <p>Inquire if help is needed</p>	

7.

School Counselor Leadership

Considerations for School Counselor Leadership

Five Essential Characteristics



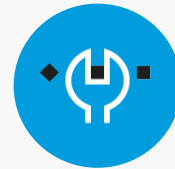
Resourceful Problem Solving



Systemic collaboration



Interpersonal Influence



Social Justice/Advocacy



Professional Efficacy

8.

Cultivating Trust

Activities

1. Relationship Self Assessment
 - Principal
 - School Counselor
2. Nonnegotiables for the Relationship -Themes
 - Professional Identity
 - Psychological Safety
 - Leadership
3. Actions, Interactions, Behaviors, and Beliefs: Assessing Trust and Respect
4. Reflection Questions:
 - How will I ensure that my words and actions align to promote trust and respect?
 - In what ways will I gather feedback? How will I utilize this feedback to improve?
 - Who will hold me accountable to these commitments?

Trust and respect are built through the alignment of purpose, beliefs, and a commitment to collegiality. Principals and school counselors acknowledge that mutual trust and respect are fundamental components of an effective working relationship. These components can begin with an awareness of professional expectations and competencies, support for professional growth, empowerment to execute programming, investment, and interest in the success of programmatic efforts.

Additional Content

A Unifying Purpose: Equity as Bedrock

Articulating Purpose, Vision, and Mission

Effective Communication

Ensuring Equity: Assessing Context and Capacity

Cultivating Trust and Respect

Leadership, Part I: Collaborating and Sharing Decision Making

Leadership, Part II: Advancing Student Achievement

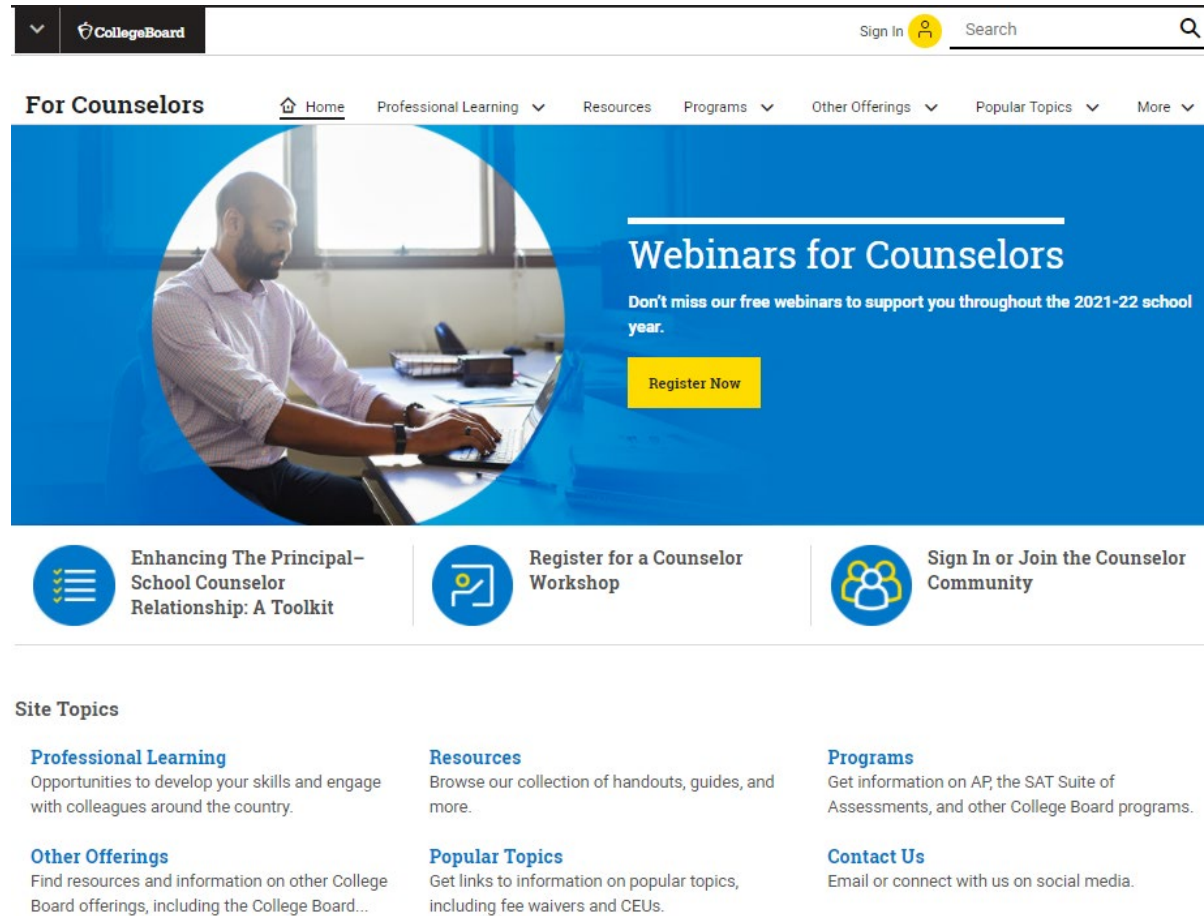
Supporting a New Principal or New School Counselor

Continuous Improvement and Advanced Practices



Q & A

College Board for Counselors



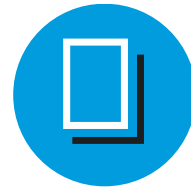
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Principal–School Counselor Toolkit: Focus on
Equity and Communication
On-Demand

A Unifying Focus: **Equity as Bedrock** in the
Principal–School Counselor Relationship
On-Demand

Enhancing the Principal-School Counselor
Relationship: **Leadership**
On-Demand

Enhancing the Principal-School Counselor
Relationship: **Cultivating Trust**

April 19, 2022 1:00 p.m. ET

<https://counselors.collegeboard.org/professional-learning/webinars>

Thank You!