

The New CTC School
Counseling Standards:
A District Approach to
Implementation

California Baptist University
San Jacinto Unified School District



Objectives

As a result of today's session, participants will be able to:

Explain 2-3 changes to the CTC School Counseling State Standards

Appraise your current school counseling supervision practices to determine added value

Develop new activities and practices to use with school counseling graduate students

Today's Agenda

Standards...Past, Present and Future

The Why

Summary of Changes

District Showcase

Graduate Student Perspective

Meet Your Presenters

Pedro Caro, Director of School Counseling/ California Baptist University

Justin Carmona, School Counselor/ San Jacinto Unified School District

Justin Ryan, School Counselor/ San Jacinto Unified School District

Jennifer Gonzalez, Graduate Student/ California Baptist University

Gurleen Kaur, Graduate Student/ California Baptist University

Sevie Dhillon, Graduate Student/ California Baptist University

Reading the Room

Who's in the audience?

How many of you have graduate students?

What activities are they typically completing?

What data guides their activities?

How do you assess your graduate students?

The Past

Graduate Students were being used inappropriately and unethically

No value-added

Based on convenience

[ASCA Appropriate and Inappropriate Duties](#)

Outcomes

As a result:

- Low satisfaction of their Fieldwork/Practicum experience
- Variance in activities
- Lack of college and career readiness
- Insufficient preparation to lead school counseling programs

The New Standards

Use the chat to report:

What do you know about the new standards?

What training/support have you received?

What resources do you need to implement them (better)?

At-a-Glance: Supervisor Qualifications

Qualifications, Training and Responsibilities of Site Supervisors

The program assigns qualified supervisors and provides training based on the program's design.

Qualifications for supervisors must include, but are not limited to:

1. Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate's fieldwork setting.
2. The supervisor is responsible to undergo training in models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
3. Candidates must meet with their supervisor for one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week. 600 clock hours are required in a public Pre-K-12 school, must be supervised by a professional who holds a valid PPS credential and is also accessible to the candidate at all times while the candidate is accruing fieldwork hours. University Supervision Requirements include:

Expectations

1	Foundations of School Counseling Professional Standards
2	Professionalism, Ethics, and Legal Mandates
3	Student Academic Development
4	Student College and Career Development
5	Social/Emotional Development
6	Educational Foundations: Growth and Development, Learning Theory, Academic Achievement
7	Leadership and Advocacy in Social Justice, Equity, and Access
8	Program Development
9	Research, Program Evaluation, and Technology

Key Changes

Increase in Diversity Hours (150)

Diversity is...Diverse!

Align with LCAP groups

Can be:

- Individual caseloads
- English Language Learner support
- Parent workshops
- Leading school-wide cultural initiatives
- Closing-the-gap activities
- Foster Youth support
-

Target Domains

At least 100 hours in:

Socio-Emotional

Academic

College and Career Readiness

Can be:

- Delivering core curriculum
- Staff professional development
- Facilitating small group interventions
- Analyzing transcripts
- Collecting school data
- Developing crisis response resources
- Assessing academic reports
-

A District Approach

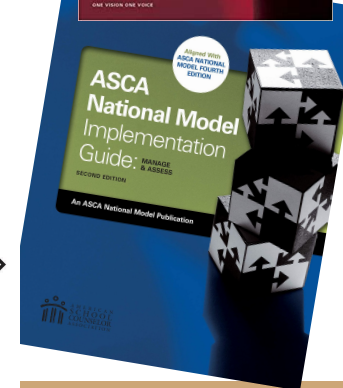
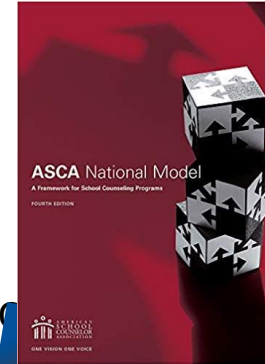
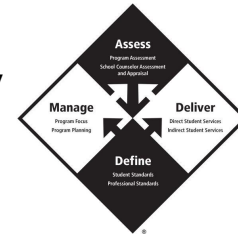


For field work supervision:

- It's NOT total observation / shadowing (hands off approach)
- It's NOT let them do your job

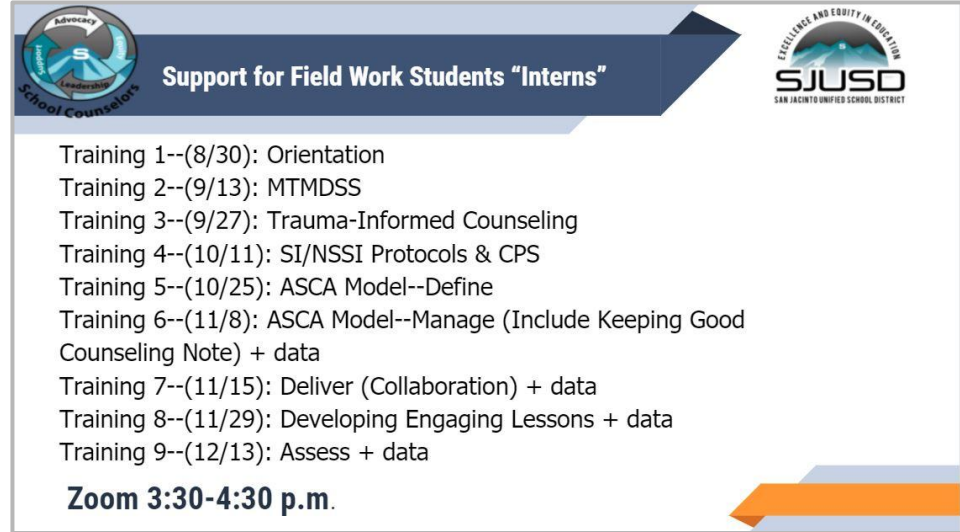
It is:

- School Counselors in action!
- Understanding the process of developing a comprehensive School Counseling program using the ASCA National Model
 - Attend district professional development
 - ASCA National Model: A Framework for School Counseling Programs
 - ASCA National Model Implementation Guide
- ASCA National Model in practice! -not just in theory



What's Their Plan?

- School Counseling Fieldwork Boot Camps each semester
- Added Value Activities
- Exposure to Students
 - Assist with Tier 1 Interventions and Supports with veteran SC
 - Screen and develop Tier 2 Interventions
- Feedback and Continuous Improvement

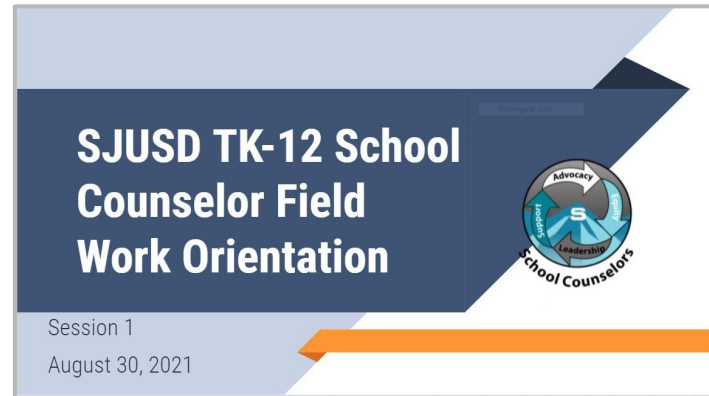


Support for Field Work Students "Interns"

Training 1--(8/30): Orientation
Training 2--(9/13): MTMDSS
Training 3--(9/27): Trauma-Informed Counseling
Training 4--(10/11): SI/NSSI Protocols & CPS
Training 5--(10/25): ASCA Model--Define
Training 6--(11/8): ASCA Model--Manage (Include Keeping Good Counseling Note) + data
Training 7--(11/15): Deliver (Collaboration) + data
Training 8--(11/29): Developing Engaging Lessons + data
Training 9--(12/13): Assess + data

Zoom 3:30-4:30 p.m.

Logos: School Counselors (Advocacy, Support, Leadership), SJUSD (EXCELLENCE AND EQUITY IN EDUCATION, SAN JACINTO UNIFIED SCHOOL DISTRICT)



SJUSD TK-12 School Counselor Field Work Orientation

Session 1
August 30, 2021

Logos: School Counselors (Advocacy, Support, Leadership), SJUSD (EXCELLENCE AND EQUITY IN EDUCATION, SAN JACINTO UNIFIED SCHOOL DISTRICT)

A Future School Counselor's Perspective

Jennifer Gonzalez



**Mountain View High School:
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Thank You

Q and A