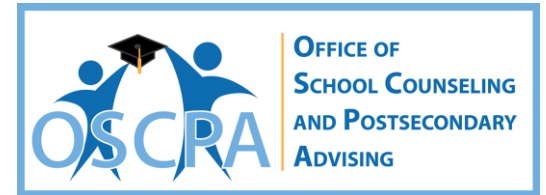


Transformational Leadership Matters:

Transforming Your School Community by
Leveraging School Counselors to Impact ALL Students

Manuel French
Director of School Counseling
Chicago Public Schools



Participants will:

- Understand “guidance counselor practice” vs. “school counselor practice”
- Explore how school counselors - even those with large caseloads - can reach ALL students in the building
- Learn how to use a school counselor “lens” to transform your school community

Context: School Counseling in CPS

- **701** school counselors:
446 ES | **255** HS
- School counselor-to-student ratios vary widely across the district (Lowest = 38; Highest = 1564)

Elementary Average: **1:546**
High School Average: **1:316**
 - **14% 1:250 or less** (compliant with ASCA- recommended ratio)
 - 46% 1:251-500
 - 40% 1:501 or more
- Virtually all report performing non-counseling duties that prevent them from performing critical work aligned to our expectations
- RAMP schools: 5 current | 21 past
- CPS district funds three positions at EVERY school in CPS - a principal, a clerk, and a school counselor. Others are decided by the principal per student-based budget.
- Principals hire, supervise, and evaluate school counselors
- Performance evaluation: REACH Framework for School Counselors
- School counselors are generalists, operating in 3 domains and 3 tiers

How CPS School Counselors are Expected to Support the District's 3-Year Vision

- **Improving Curriculum and Instruction**
 - School counseling core curriculum that is comprehensive in scope and sequence
 - Integrate the teaching of Academics, SEL, and Postsecondary with all subject areas
- **Ensuring Safe and Supportive Schools**
 - Participation on school climate teams, BHT/Care teams
 - Referring staff, students, and families to appropriate community supports
 - Attendance rate efforts
- **Simplifying the High School Application and Enrollment**
 - Equitable, student-centered advising on high school exploration and selection via GoCPS
 - Chicago Equity and Access Advising Credential (CEAAC)
- **Improving Postsecondary Success**
 - Supporting students in developing Concrete Postsecondary Plans (Learn.Plan.Succeed.)
 - ILP completion via Naviance
 - On-Track efforts, graduation rate efforts
 - Chicago College and Career Advising Credential
 - Intensified advising for “mid-tier” students and other strategic priority groups
 - Scholarships
- **Expand Opportunities to Earn College and Career Credentials**
 - School counselors support equitable access for all students in AP/IB/Early College programming



Five Core Principles

- High Quality, Rigorous Instruction
- Talented and Empowered Educators
- Safety and Support
- Financial Stability
- Collective Impact

Table Brainstorm

What is the difference?? List as many traits/characteristics/tasks as you can think of!

Guidance Counselor	School Counselor

GUIDANCE COUNSELOR



SCHOOL COUNSELOR

**THIS IS WHERE
THE MAGIC
HAPPENS!**

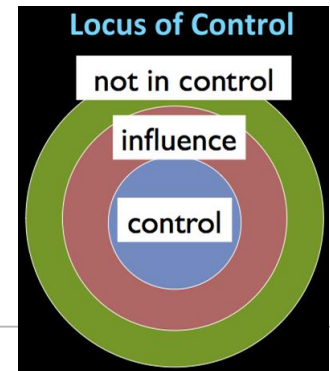
- Reactive counseling
- Serves some students
- Focuses mostly on mental health
- Utilizes a clinical model focused on student deficits
- Ancillary support
- Loosely defined role
- Focuses mostly on counseling services provided
- Works in isolation or only with other counselors to serve students
- Guards the status quo
- Gatekeeper of rigorous courses
- Little or no accountability
- Helps mostly the college-track students plan for college
- Depends on the current system's resources for helping students and families
- Spends most of their time in Tiers 2 and 3

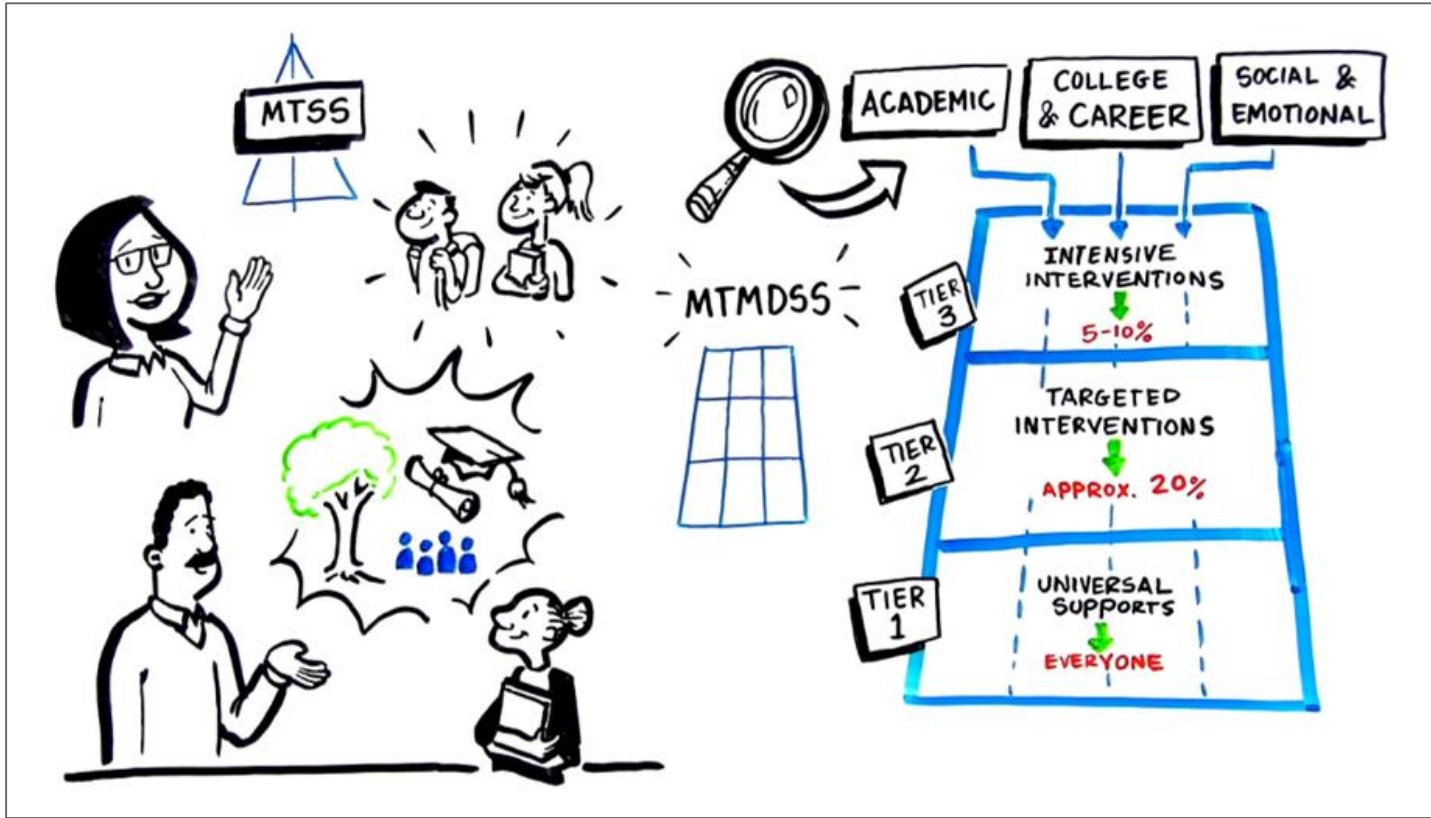
- Proactive, preventative counseling
- Serves ALL students
- Focuses on providing supports within three domains (academic, social/emotional, postsecondary) to IMPACT STUDENT ACHIEVEMENT
- Utilizes an educational model, focused on student strengths
- Integral member of the school leadership team
- Clearly defined role
- Focuses on outcomes from services provided
- Collaborates with all stakeholders, including students, families, administrators, staff, and community members
- Acts as a change agent, especially for educational equity for all students
- Advocates for all students to have access to rigorous courses
- Full accountability for student success
- Advises ALL students on multiple postsecondary pathways
- Brokers services from community agencies, as well as the school system's resources
- Spends most of their time in Tier 1

Find Someone You Don't Know...

Discuss:

1. How important you believe it is for your counselor(s) to practice as “school counselors”
2. Whether your counselor’s practice is more closely aligned to that of a guidance counselor or a school counselor (which areas are most aligned/least aligned?)
3. For the items that are least aligned, which are in your/their locus of control?






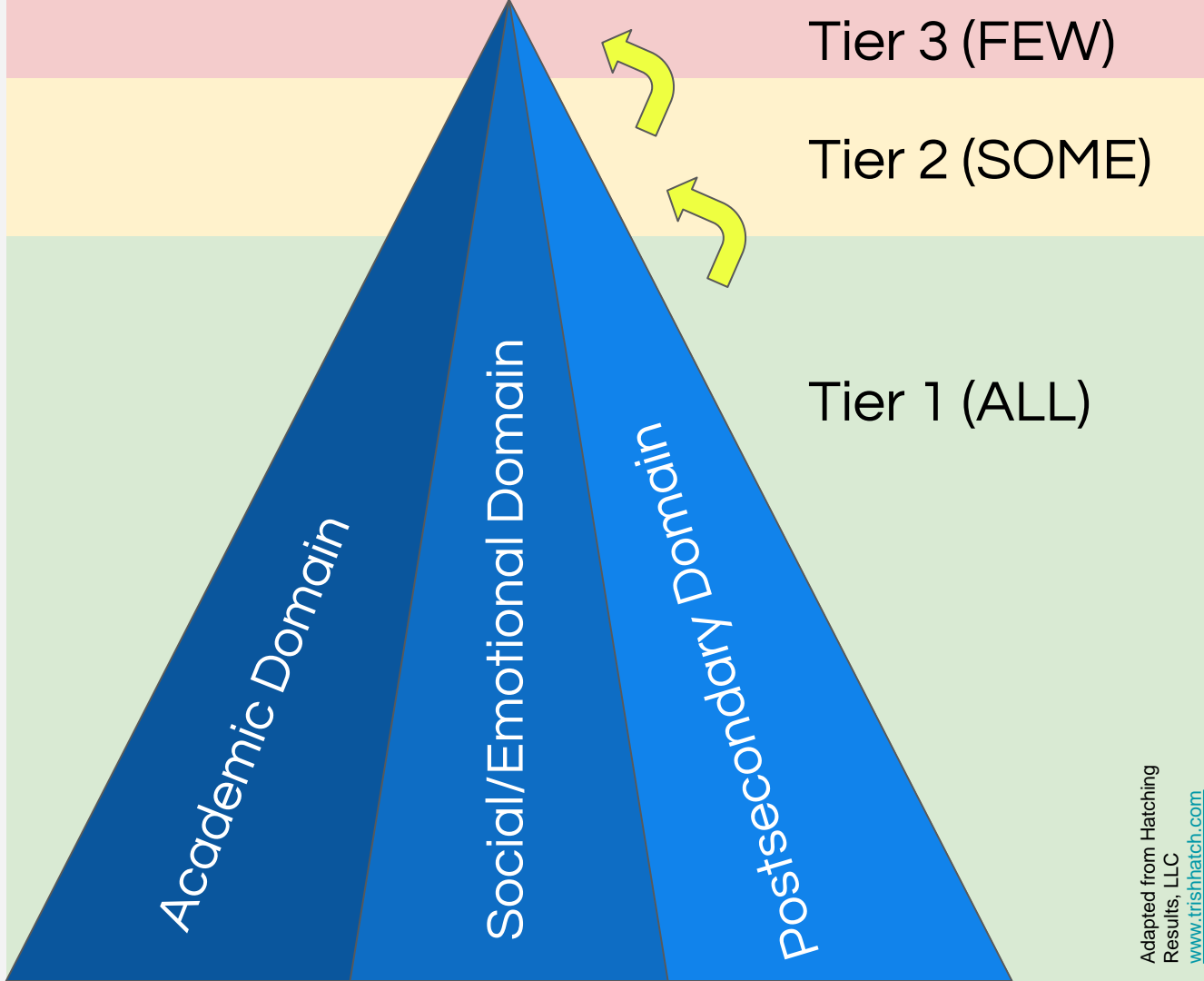
Access this video at: www.hatchingresults.com/videos (3 min, 26 sec)

MTSS and the 3 School Counseling Domains

...A model for ensuring that ALL students in the building receive comprehensive school counseling supports

This model is appropriate for PK-12

 = *Data Driven Reason for Movement*



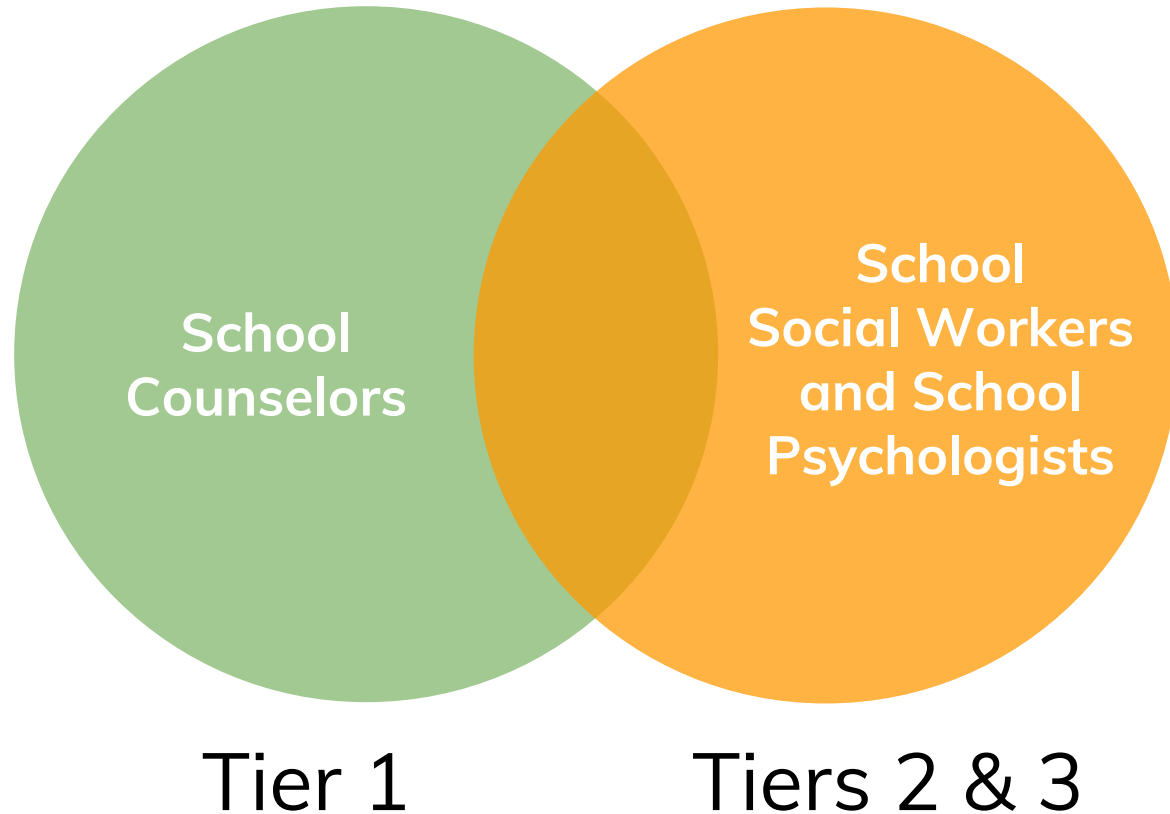
ASCA's Position Statement on MTSS

School counselors assist in the development of students through the implementation of a comprehensive developmental school counseling program based on the ASCA National Model by:

- Providing all students with a standards-based school counseling core curriculum to address universal academic, career and personal/social development
- Analyzing academic and behavioral data to identify struggling students
- Identifying and collaborating on research-based intervention strategies that are implemented by school staff
- Evaluating academic and behavioral progress after interventions
- Revising interventions as appropriate
- Referring to school and community services as appropriate
- Collaborating with administrators, other school professionals, community agencies and families in the design and implementation of MTSS
- Advocating for equitable education for all students and working to remove systemic barriers

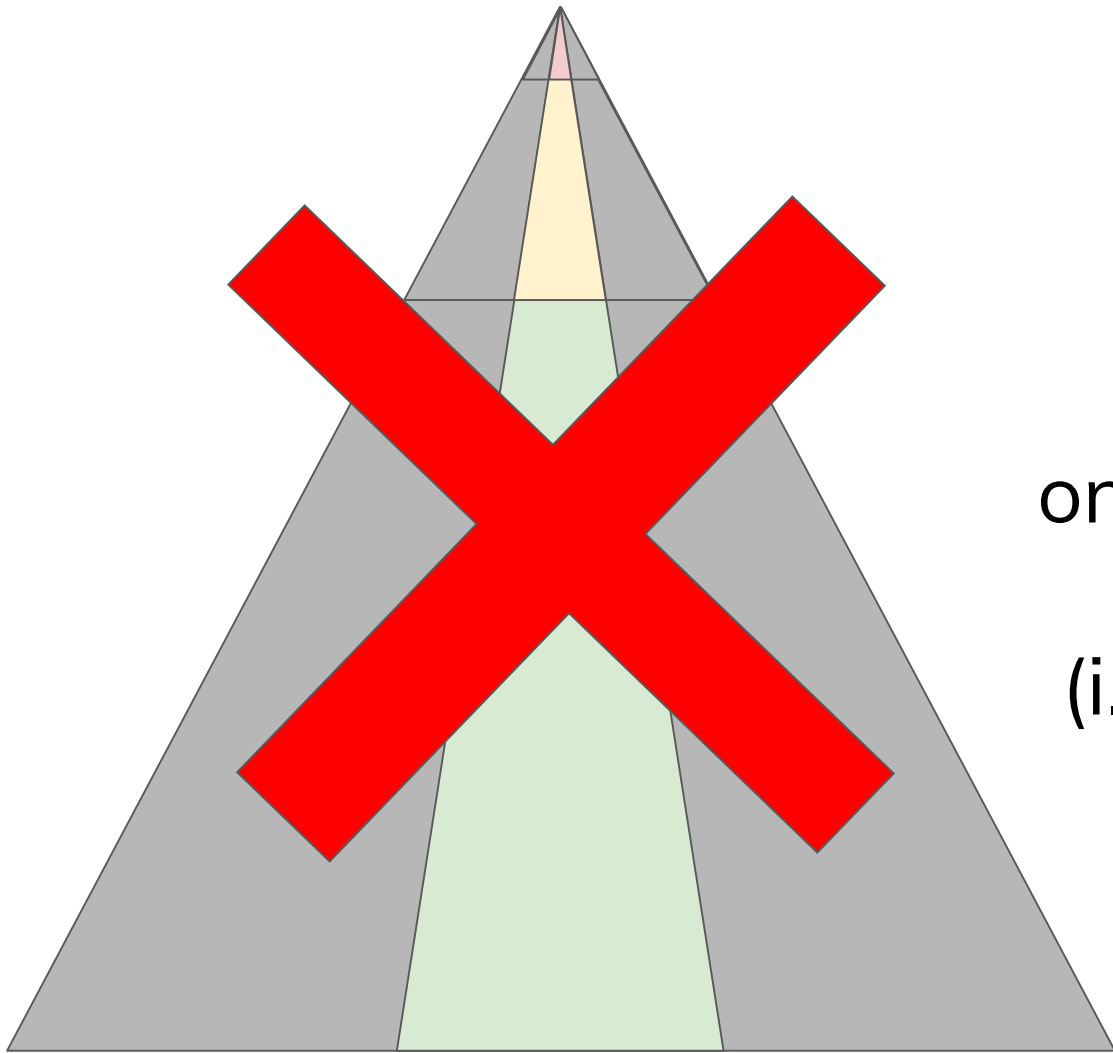


Service Providers' Recommended Use of Time



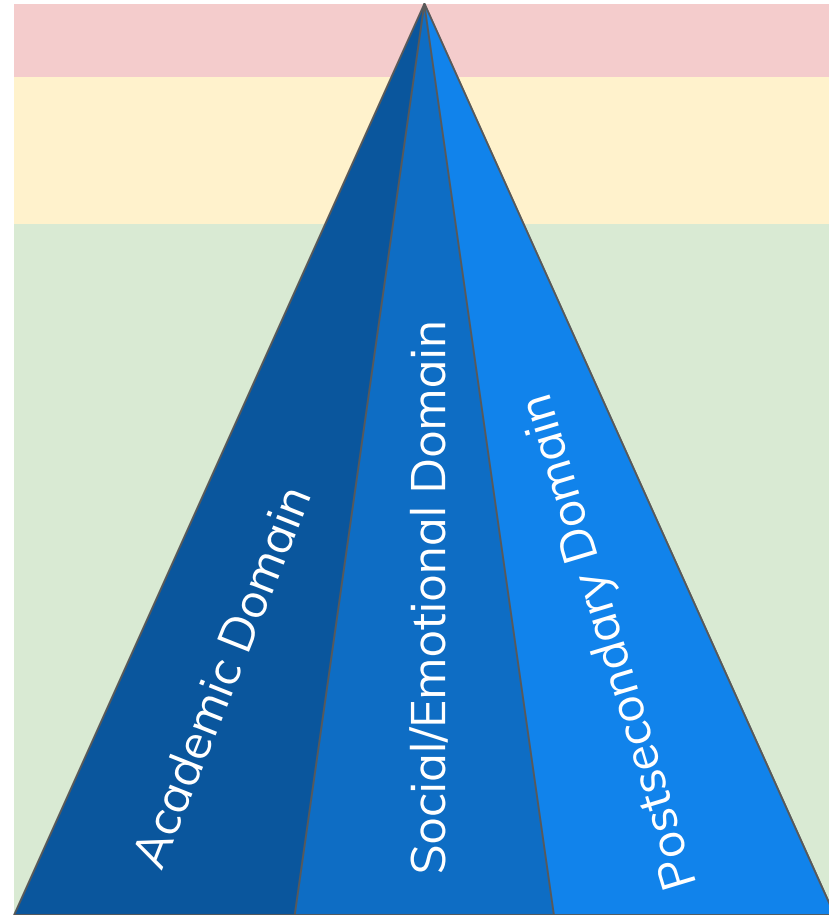
MTSS and
School Counseling

MYTHS
— VERSUS —
FACTS



Myth:

School counselors
only provide supports
around one domain
(i.e. social/emotional)



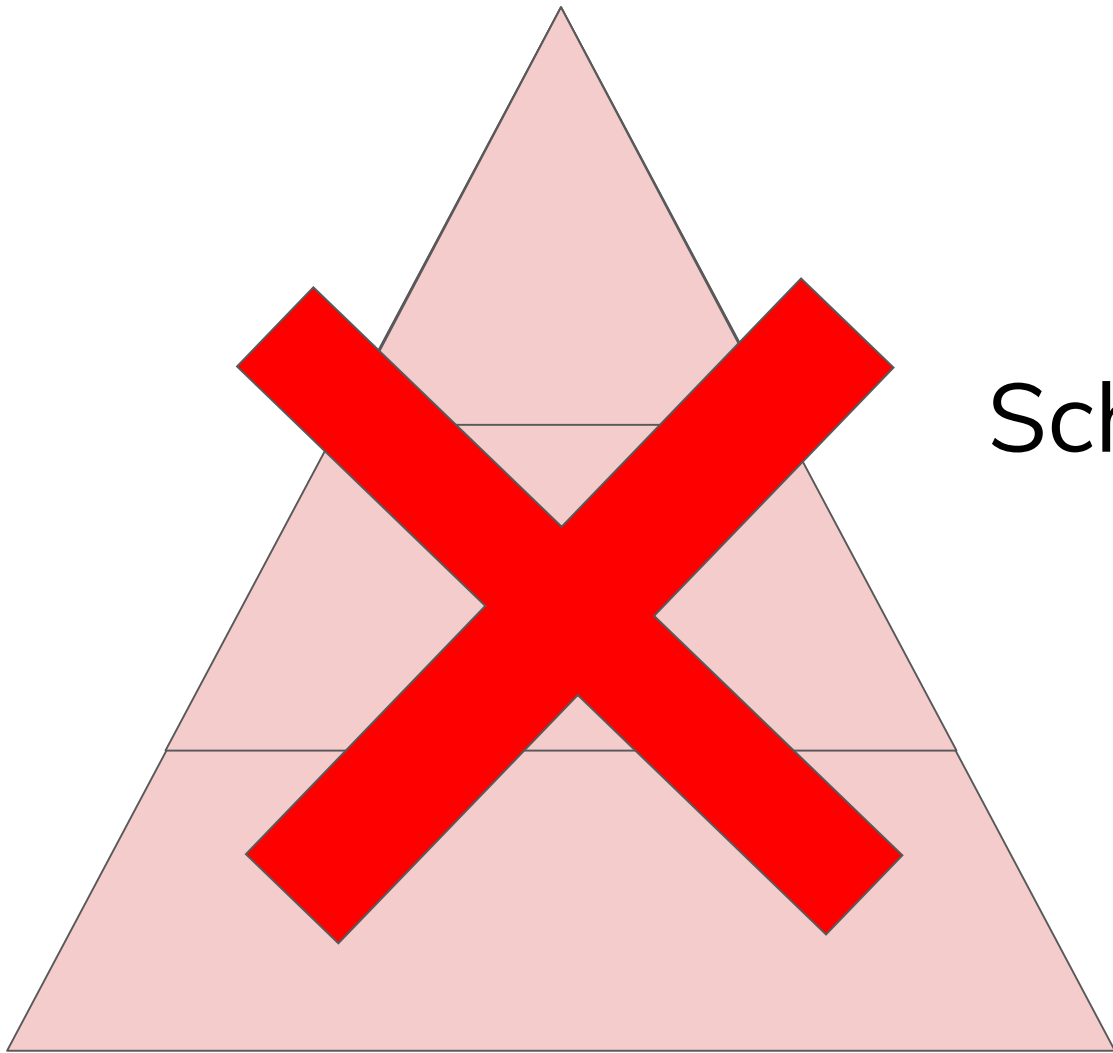
Fact:

Today's school counselors are vital members of the education team, helping all students in the areas of academic achievement, personal/social development and career development ([per ASCA](#))

So What??

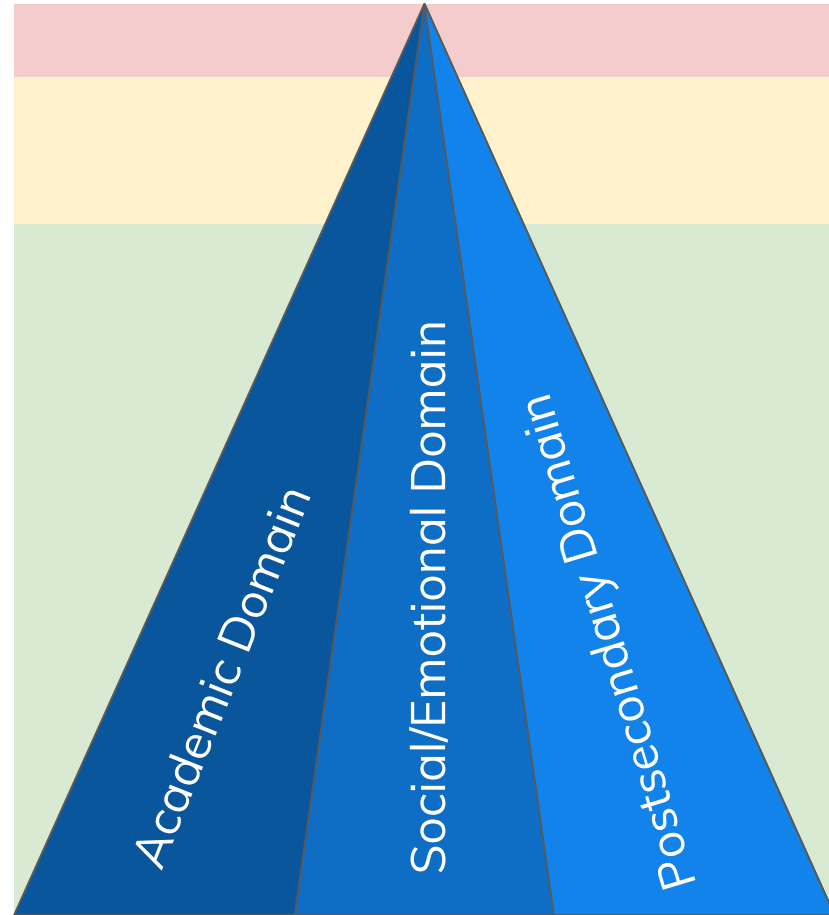
- Ensure school counseling representation on the ILT/MTSS/CIWP team
- Support your counselor in ensuring that all 6th-12th graders complete Naviance tasks





Myth:

School counselors
should provide
Tier 3 supports
to all students
(i.e. 1-on-1 counseling)



Fact:

Tier 3 school counseling supports are defined as “intensive, individual interventions for students at high risk” ([per ASCA](#)).

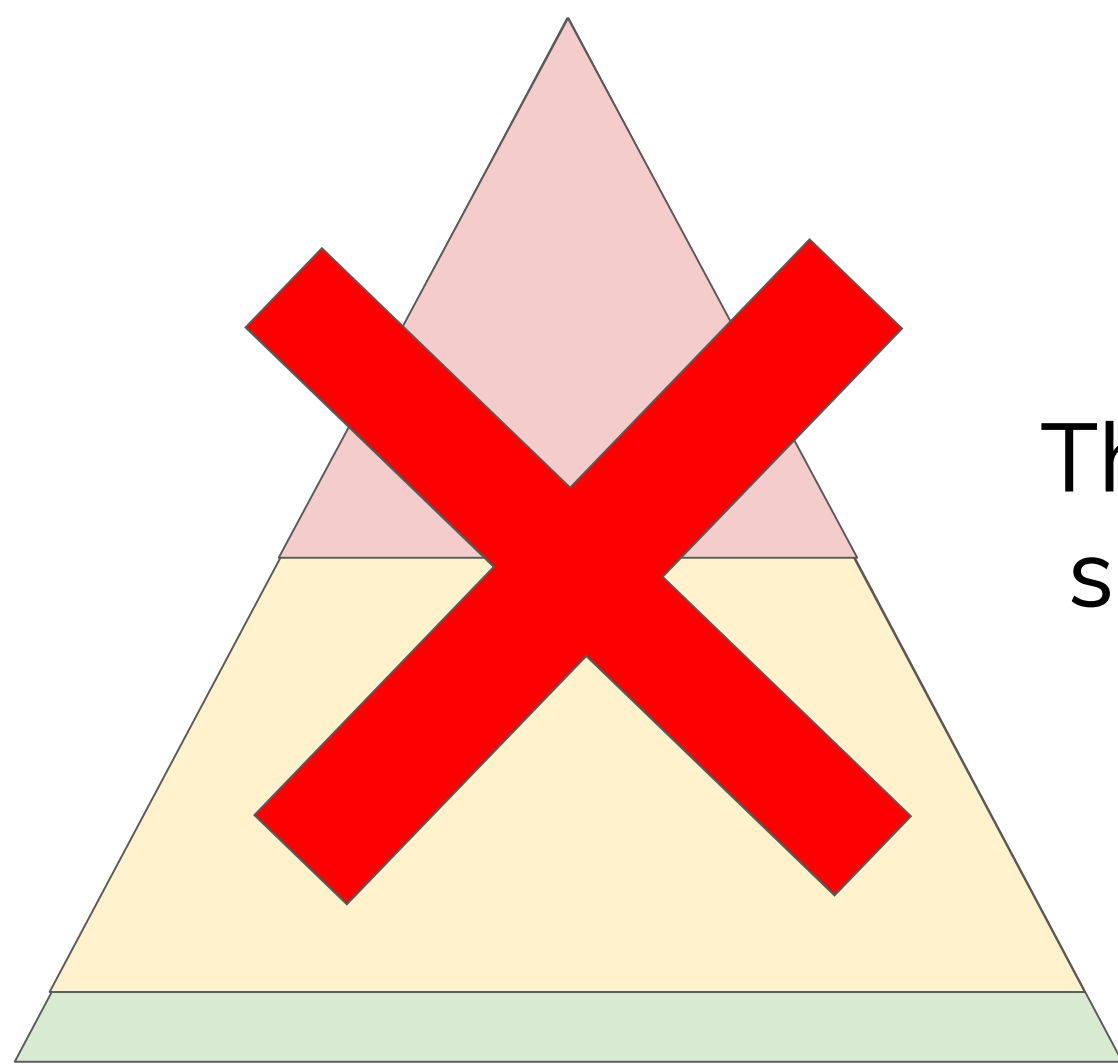
Tier III supports are short-term, highly structured, individualized interventions and wraparound services, typically designed to address emergency and crisis response situations, such as assault, divorce, natural disaster, loss of employment, imprisonment, death, etc. (per OSCP and OSEL)

So What??

- Support your counselor in developing a high-quality referral list (i.e. community resources)
- Limit time that counselors are spending in one-on-one counseling

Myth:

The majority of the school counselor's time is spent in Tier 2/3 supports



Fact:

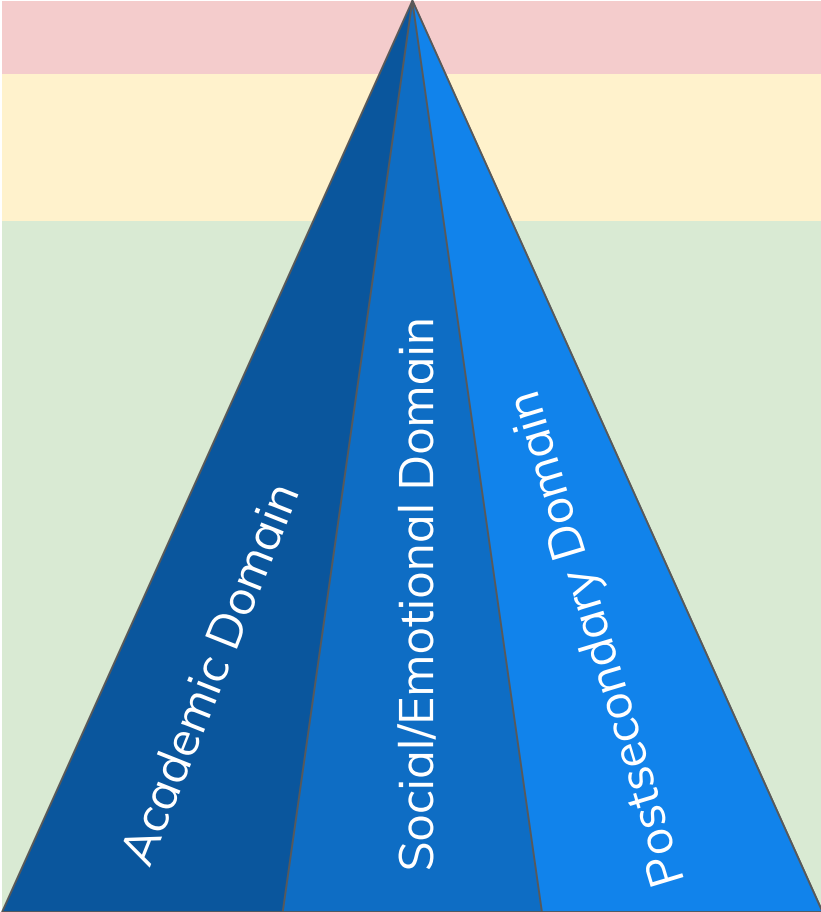
The greatest amount of the school counselor's time should be spent in Tier 1

([Ockerman, Mason, Hollenbeck 2012](#))

Researchers indicate that around 75%–80% of children should be expected to reach successful levels of competency through Tier 1 delivery ([RTI Network](#)).

This deviates from older, mental health models of school counseling in which more time is spent in individual counseling (i.e., tier 3). In contrast, this model advocates for greater attention to tier one services, as they are the most efficient means for serving the greatest number of students. ([Ockerman, Mason, Hollenbeck 2012](#))

“Spending 90% of the school counselor's time with 10% of the students is not the philosophy of intentional guidance.” ([Hatch, 2014](#))



Academic Domain

Social/Emotional Domain

Postsecondary Domain

So What??

- In reviewing your counselor's Evidence-Based Implementation Plan, ensure that their calendar reflects a comprehensive school counseling core curriculum (including dates, topics, etc.)
- Review the KC page of sample school counseling core curriculum
- Protect time for the counselor to get into the classroom to facilitate lessons

Principal Quote

- Taft just achieved RAMP (Recognized American School Counselor Association Model Program) for the third renewal.
- Seniors earned a record \$21.5 million dollars in scholarships.
- Taft counselors were on hand for staff and students when a beloved staff member passed away in spring of 2016.
- Taft counselors worked closely with the administrators to develop and implement their Evidence-Based Implementation Plan and went from Level 2+ to 1. One key to a successful school is a strong partnership between administrators and counselors.

“To think that counselors are only counseling students is like saying mothers are just homemakers. **Counselors are bridge builders.** They build bridges between students and students, students and teachers, students and their families and colleges. They are treasure hunters. Showing students and families where those pots of scholarships are buried. They are the keepers of the kleenex and candy. They are an ear, a smile, a corny joke and a much needed smile. They are silence and a quiet space when it’s needed and the perfect word at the perfect time... In the words of a 1970s hippie, Counselors Rule!”

Mark Grishaber
Taft High School

Principal and **2017 Illinois School Counselor Association Administrator of the Year**



SAMPLE Distribution of Total School Counselor Time

	Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time	ASCA Recommendation
Direct Services	Core Curriculum (Tier 1)	35%	30%	20%	80% or more
	Individual Student Planning (Can be Tier 1/2/3)	5%	15%	25%	
	Responsive Services (Can be Tier 1/2/3)	25%	20%	20%	
Indirect Services	Referrals, Consultation, Collaboration (Can be Tier 1/2/3)	20%	20%	20%	
	System Support (Can support Tiers 1/2/3)	15%	15%	15%	20% or less



Remember, this is a model for ensuring that:

- ALL students in your building receive school counseling services
- Students are provided services appropriate to their individual level of need

As a group, fill out each of the sections of your [chart](#), list out the school counseling supports your buildings CURRENTLY have in place.

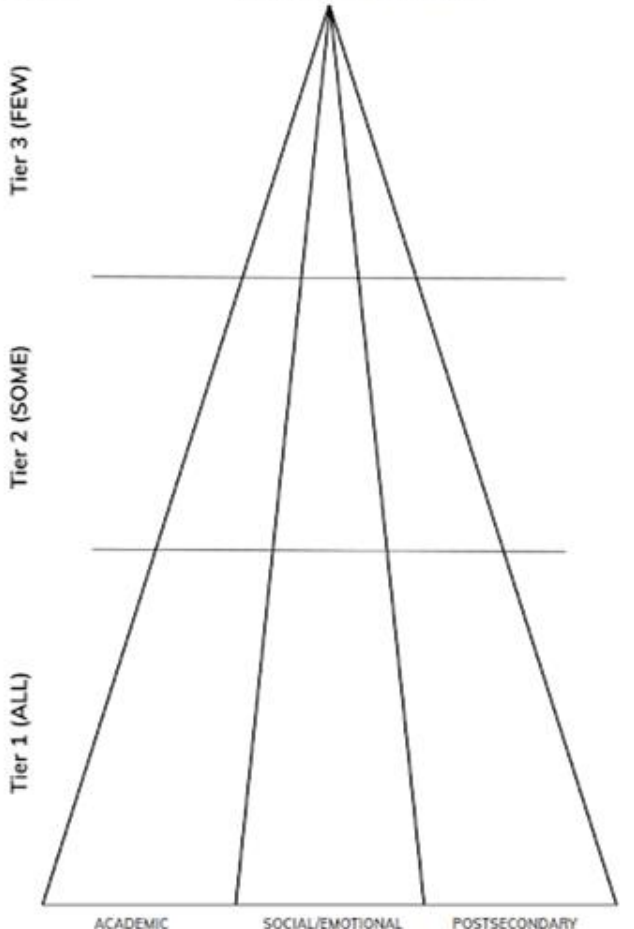
Next, list the supports you want to provide NEXT YEAR.

Chart adapted from [Hatching Results, LLC](#)

MSHS  School Counseling Supports by Tier and Domain 

Use this think chart to fill out all the school counseling supports you CURRENTLY have in place for students at each tier, within in each domain. Then, use a different color pen to list out the supports you think are lacking and you would like to implement next year.

SCHOOL NAME: _____ NAME OF COUNSELOR COMPLETING THIS CHART: _____



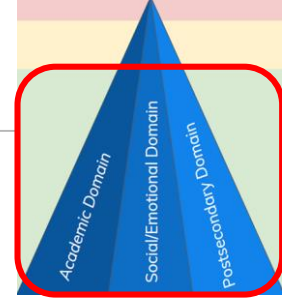
Tier 3 (FEW)

Tier 2 (SOME)

Tier 1 (ALL)

ACADEMIC SOCIAL/EMOTIONAL POSTSECONDARY

Examples of Tier 1 Activities



- Spending time in classrooms teaching developmental lessons focused on the academic, social/emotional, and postsecondary domains
- Facilitating the completion of the **Naviance** Individual Learning Plan (ILP) for all students in grades 6-12
- Collaborating with teachers to integrate the school counseling curriculum with other components in the school's curriculum
- Co-teaching SEL standards with content-area teachers
- Senior Seminar courses
- Advisory lessons
- Student/parent orientations
- College/career/high school fairs
- Postsecondary site visits
- Community or business tours
- School wide team building/leadership workshops
- Core curriculum for parents and families

Find **free** core curriculum on [OSCPA's Tier 1 Knowledge Center page!](#)

Important Considerations - Core Curriculum

- ALL students in the school receive lessons (K-12)^{***}
- Encourage delivery is spread throughout the year
- Ensure school counselors are completing their EBIP BEFORE school begins in September
- Utilize school counseling standards ([ASCA Mindsets & Behaviors](#))
- Expect school counselors to evaluate **what students learned** from their lessons

^{***}May need to pilot first then scale, 1-2 grade levels per year

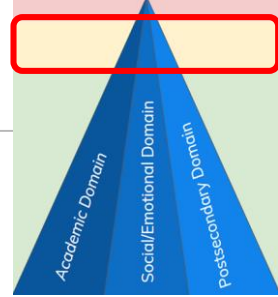


When to Deliver Tier 1 - Some Options:

All require a high level of planning and collaboration

- During teachers' preps (often the easiest/most convenient option at the K-8 level)
- Push into core subjects (counselor-led, co-teaching, etc.)
 - Align lesson content to subject content whenever possible (i.e. lesson on calculating GPA during Algebra; lesson on tolerance/diversity during social studies; lesson on using art/music for stress relief during specials)
- Infused into core subject content - requires crosswalking of standards and training of classroom teacher (i.e. Sexual Health curriculum in Health class; Senior Seminar)
- Pre-recorded webinar/video to be shown by classroom teachers and teacher-led activity/evaluation (requires staff training beforehand)
- Advisory/homeroom (requires staff training beforehand)
- Assemblies, before/after school, special events

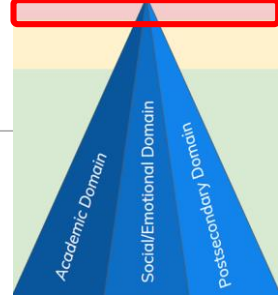
Examples of Tier 2 Activities



- Brokering credit recovery options for students with credit deficiencies
- Short-term, solution-focused small group counseling
- Crisis response counseling
- Closing-the-gap activities
- Equity/access/systemic change activities
- Trauma-focused interventions (e.g., [CBITS](#), [Bounce Back](#), [SPARCS](#))
- Aggression prevention interventions (e.g., [Anger Coping](#), [Think First](#))
- Social skills interventions (e.g., [S.S. GRIN](#))
- [Peer Conference](#)
- [Peace Circles](#)
- [Check-in/Check-out \(CICO\)](#)
- [Restorative Conversations](#)
- Supports for [students in temporary living situations \(STLS\)](#)
- FAFSA workshops for families of first-generation students
- College tours for special populations
- Coordination of mentoring supports
- College essay-writing supports
- Consultancy/collaboration

Find **free** lesson plans on [OSCPA's Tier 2 Knowledge Center page!](#)

Examples of Tier 3 Activities



- Collaboration with the CPS Crisis Team and SASS
- Referrals (see info in the right column)
- Consultation with a student's outside therapist
- Consultation with or reports to DCFS
- [Behavior Support Plans](#)
- Short-term, solution-focused individual counseling
- Individual student/family advising around postsecondary issues
- Postsecondary advocacy (e.g., financial aid appeals; arranging one-on-one admissions interviews with college representatives)
- Coordinating one-on-one postsecondary supports (e.g., mentoring, college essay-writing supports, drawing out students who are interested in non-traditional pathways)

Access resources on [OSCPA's Tier 3 Knowledge Center page!](#)

School Counseling Program Critical Elements

SERVICES that should be implemented in EVERY school, “regardless of xyz”

- School counseling core curriculum delivered to all students
 - Naviance (grades 6-12)
 - Additional developmentally-appropriate curriculum ([samples](#))
- Menu of tier II and III services, with predetermined data elements that trigger the need for additional supports ([Sample 1](#) | [Sample 2](#) | [Sample 3](#))
 - Small groups
 - Individual counseling
 - Programs/interventions
 - Referral list (for services that are referred-out)

School Counseling Program Critical Elements

PRACTICES of school counselors in EVERY school, “regardless of xyz”

- Is evaluated under the [REACH Framework for School Counselors](#) (no other framework is appropriate)
- Completes an [Annual Agreement](#) and [Evidence-Based Implementation Plan \(samples\)](#)
- Completes a [Results Report and Flashlight Presentation \(samples\)](#)
- Establishes a system for referring students to the counselor ([sample form](#) | [sample process guide](#))
 - Develops a referral list of community services/hotline numbers and posts it in a location that is easily accessible to students, families, and staff (i.e. website)
- Maintains contact logs ([sample](#))

School Counseling Program Critical Elements

PRACTICES (con't)

- Tracks their time ([sample](#))
- Follows a schedule/calendars their time (should have a specified time block for walk-ins)
- Develops an annual calendar and posts in a location that is easily accessible to students, families, and staff (i.e. website) ([samples](#))
- Shares their weekly calendar with the principal and/or AP (i.e. Google Calendar)
- Uses pre-/post-tests to measure the change in student attitudes, knowledge, and skills before and after a lesson ([sample](#))

Supports that OSCPA Can Provide You

- School visits
- Phone/email consultation
- Visit our Knowledge Center page for [Administrators](#)
- [REACH Framework for School Counselors](#)
- Training for administrators and school counselors
- Feedback on your school counselor's comprehensive plan
 - ◆ Send them to one of our counselor coaching sessions!



Resources: Knowledge Center

mfrench1@cps.edu



Welcome to the Knowledge Center

Search this site

HOME LEADERSHIP COMMON CORE MTSS FRAMEWORK FOR TEACHING CONTENT AREAS STUDENT ASSESSMENT REACH DEPTS

SY 18-19 BOY REACH Performance Tasks

Visit the REACH PT page to download your BOY PTs today!

The BOY PT window is scheduled for September 17th -



RECENT UPDATES

- 9/27 Early Childhood Check Out the Upcoming Deadlines!
- 9.25 Check Out the New Management Page.
- 8/17 REACH Handbook
- 8/2 Earn Your Teaching

- TEACHER
- LIBRARIAN
- COUNSELOR**
- CASE MANAGER
- RELATED SERVICE PROVIDER
- EDUCATION SUPPORT STAFF
- REACH ORIENTATION
- GUIDANCE AND BEST PRACTICES
- DATA AND REPORTING
- CLASSROOM TEACHER RESOURCES
- NON CLASSROOM TEACHER RESOURCES

QUICK LINKS

**THANK
YOU!**

...for supporting
school counselors!

They cannot successfully support
students without you!

References

- [ASCA National Model](#) (also see [Appropriate vs. Inappropriate Activities for School Counselors](#))
- [Hatching Results, LLC](#): Leadership, Training, and Consultation for School Counselors and Administrators
- Ockerman, M., Mason, E., & Hollenbeck, A. (2012). [Integrating RTI with School Counseling Programs: Being a Proactive Professional School Counselor](#). Journal of School Counseling 10(15).
- Response to Intervention: An Opportunity for School Counselor Leadership - Ryan, Theresa; Kaffenberger, Carol J.; Carroll, Amy Gleason - Professional School Counseling, v14 n3 p211-221 Feb 2011
- Smith, G., Kinard, L., & Lozo, D. (2008). [The integration of the Georgia student achievement pyramid of interventions with comprehensive school counseling: A framework that supports all students](#). Presentation for the Cobb County School District, Marietta, GA.

