

*The New York State Model  
For Comprehensive K-12  
School Counseling  
Programs*



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# **The New York State Model For Comprehensive K-12 School Counseling Programs**

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## **Preface**

### **The Essential Role of the School Counselor**

All essential educators are committed to providing the optimal educational experience for their students over the course of their academic journey. The teacher, the administrator and the school counselor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system.

The teacher has the hands-on position of working with children day to day. They are with their students for most of their waking day. As it is with parents, teachers are in the “middle of it all”. And because they are concerned with teaching their curriculum, managing the class as a whole, reporting to the administration, it is sometimes difficult for them to see the needs of the individual student. This is quite understandable. They are managing their class on a macro level, while trying to identify the micro needs of 30 or more students.

The administrator also is concerned with the student, but their reality is to bring bureaucracy to a human level... an educational level. They do this while making pivotal business decisions required in any well-running organization. Although they to are concerned with well being of the student, their position is often quite removed.

The role of the school counselor is one that is growing with the times. As our society faces increasing challenges, financial, cultural, social, so do our students, teachers and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the one-on-one needs of not only the “student-in-need”, but all students.

The school counselor is often thought of as the intermediary of all those actively contributing to the education of the child. But intermediary often connotes an “after-the-fact” contribution. This is farthest from reality in regard to the role of today’s school counselor. The school counselor has the challenging role of warding off “situations” or problems in the making for kids and teachers. Their critical function of evaluating and viewing each student with a discerning and caring eye is an important part of the role of the school counselor in regard to that student. Equally as important though, is the counselor’s job of working toward finding a solution or path, which works, for the essential educator and the student not only for the present, but for the future also.

The school counselor is a partner in the educational journey of the child. By virtue of their training, they are the optimistic link, in the academic career of the student. Along with each student, the school counselor through evaluation sees the possibilities, and works with each child through their educational life to become their personal best.

The sensitive balance between the student, teacher and administrator, at times can become complicated, to say the least. The school counselor works hard at maintaining that balance at all levels and at all times. It is an indispensable, monumental and forward-thinking position, which is irreplaceable in the education of a child.

*Stephanie Lerner*

*Author of Kids Who Think Outside the Box:  
Helping Your Child Thrive in a Cookie Cutter World*

The New York State School Counselor Association

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## Foreword

The New York State School Counselor Association is pleased to offer this final version of *The New York State Model For Comprehensive K-12 School Counseling Programs*. Formerly known as the *New York State Comprehensive School Counseling Program*, *The New York State Model* is the result of input from countless school counselors and counselor educators from around the state. Those professionals guided the development of this document and we thank them for their input.

We owe thanks to our parent Association, the American School Counselor Association. ASCA's vision for the future of our profession led to the development of the *National Standards for School Counseling Programs*, the *National Model for School Counseling Programs*, and many other innovations. ASCA's leadership and vision has allowed those of us in the field to innovate and grow.

As with any publication of this type, many people put countless hours into the creation of *The New York State Model*. Few people had as great an impact on this document as the three people who I had the pleasure of working with on its creation. Dr. Carol Dahir, David Ford, and Deborah Hardy are to be commended for their dedication to this task. Without their expertise this document would never have been completed. None of these three people would ever ask for our thanks, but they truly deserve our appreciation.

*The New York State Model* is the centerpiece of NYSSCA's effort to transform professional school counseling in our state. In support of this document, the Association also offers a series of activities manuals providing ready-made developmental activities for counselors to use in their work every day. Additionally, the Association offers an expanded, detailed version of *The New York State Comprehensive School Counseling Program Crosswalk*. Highlighted in the pages that follow, the expanded *Crosswalk* is an in-depth look at the relationship between the New York State Learning Standards and *The National Standards for School Counseling Programs*. Information on each of these publications can be found online at [www.NYSSCA.org](http://www.NYSSCA.org).

Why does school counseling need transformation? That is what this publication is all about. As education changes around the state, as the demands on both students and educators increase, our profession must transform itself to address those changes. The pages that follow offer cutting edge theories on building and managing school counseling programs in schools around the Empire State.

We hope *The New York State Model For Comprehensive K-12 School Counseling Programs* will help you improve the work you do with students every day. NYSSCA is dedicated to meeting the needs of professionals for the benefit of students in schools across New York. Thank you for your continuing support.

Douglas Morrissey  
President, 2004-2005  
Canajoharie High School

## **Executive Summary**

*The New York State Model for Comprehensive K-12 School Counseling Programs* provides knowledge and tools to help school district administrators and school counselors examine current school counseling practices and services and align them with the *ASCA National Standards*, the *ASCA National Model*, and the expectations of the New York State Education Department. *The New York State Model* supports the overall mission of the school by promoting student achievement, career planning, and personal social development for every student. School counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills, will ensure that every student will have access to a quality and equitable education.

*The New York State Model* consists of four interrelated components: the foundation, the delivery system, the management system and accountability. The design, development, implementation and evaluation of the school counseling program is accomplished through effective collaboration with students, parents, faculty, administrators, and community, business, and higher education partners. *The New York State Model* helps school counselors focus on blending affective development with academic achievement and supports the accountability expectation of the New York Department of Education's school improvement plans and *No Child Left Behind*.

School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development. (American School Counselor Association, 1997)

## **Introduction: School Counseling In New York State Leaves No Child Behind**

*Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.*

American School Counselor Association, 1997

As New York State has raised the bar in school improvement, school counselors across the state continue to effectively contribute to the sweeping changes that are impacting students in our schools. In the spirit of *No Child Left Behind* (2002) New York State school counselors apply their professional knowledge and skills to best serve every student so that *all* will achieve success in their academic achievement, their personal-social growth and in their career planning pursuits. As leaders and advocates, school counselors work as collaborative members of the educational team to examine the changes in educational policies and regulations and seek solutions to help each child maximize his or her educational experience. In partnership with school district leaders, teachers, student support personnel, families and community stakeholders, school counselors work in the spirit of collaboration to promote the academic missions of their schools as well as the goals of the New York State Department of Education and *No Child Left Behind*.

The *National Standards for School Counseling Programs* (1997) and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), have shifted the focus of counseling from a student-by-student system to a comprehensive and developmental program providing academic, career and personal/social development for every K – 12 student. These changes also encourage counselor educators to align master’s level preparation with students’ developmental needs and school improvement.

This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness. Each school building and district can personalize the program according to the needs identified through data.

School counselors can play a significant role in closing the achievement gap and profoundly contribute to helping New York maintain its position as one of the finest educational systems in our country.

## **Overview: The New York State Model For Comprehensive K-12 School Counseling Programs**

**Section 1: The Transformed School Counselor** discusses the need for leadership, advocacy, and accountability in the profession.

**Section 2: The State of Education in New York** details the educational initiatives in New York State that work hand in hand with comprehensive school counseling programs. These initiatives include, but are not limited to, the New York State Learning Standards, Academic Intervention Services, The Career Development and Occupational Studies (CDOS) standards, and the Career Plan Initiative.

**Section 3: Understanding the Student** investigates the impact of learning style on academic achievement and the role of school counseling programs.

**Section 4: Determining the Need** offers school counselors a series of activities they can use to assess the state of their current program and begin the process of developing a comprehensive school counseling program.

**Section 5: Foundation** describes the foundation elements of school counseling programs, such as the philosophy, vision, and mission statement.

**Section 6: Delivery System** examines methods for delivering a school counseling program. By examining the components of a delivery system, school counselors can determine the amount of time they need to spend on each component.

**Section 7: Managing the System** discusses methods for program management. These include annual and monthly calendars, monthly reports, service logs, and the school counseling advisory committee.

**Section 8: Accountability** looks at the most important aspect of a school counseling program, accountability to the program's constituents and a purposeful alignment to school improvement. Methods for ensuring school counselor and program accountability are offered. The forms and activities offered in this section are offered as examples only. They should be modified to meet the needs of individual counselors and schools.

**Section 9: Sample Curriculum Activities** offers nine examples of school counseling activities based upon ASCA's *National Standards for School Counseling Programs* and the New York State Learning Standards. These activities are easily replicated and demonstrate the ease of addressing the standards in a comprehensive school counseling program.

**The Appendices** provide supporting materials for the *New York State Model for Comprehensive K-12 School Counseling Programs*. Included are state regulations, ethical standards, the New York State Learning Standards and other information that must be addressed when implementing comprehensive school counseling programs.

The development of any program is a process of continuous improvement, not a one-time event. The comprehensive model uses data as a powerful planning tool making school counseling programs more effective. A properly implemented program focuses school resources on student achievement and increases collaboration between educational professionals within schools.