EVIDENCE, EVALUATION, AND ALL THE ELEMENTS OF GOOD PRACTICE

New York State School Counselor Association
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HOW DO WE...

- demonstrate how our work positively impacts student achievement?
- support EVERY student's ability to graduate high school with the skills and readiness to achieve their college and career goals?
- identify what works and what doesn’t?
- know which activities align with school counselor evaluations?
WHAT MAKES SCHOOL COUNSELING EFFECTIVE?

- Gut instinct?
- Smiling kids?
- Happy teachers?
- Pre-post surveys?

What does evidence of a school counseling program’s success look like?
WHO DEFINES OUR WORK?

- Me
- My principal
- ASCA
- Politicians
- Regulations
Comprehensive School Counseling

- Competency-based (Student Learning Outcomes)
  - Academic
  - Career
  - Social-Emotional
- Integral component of academic mission of schools
- Collaboration between all members of the school community
- Delivered systematically to all students
- Written document outlining program
- Evaluated annually
Strengthening Understanding of the Role of School Counselors in NYC

School Guidance Counselors in NYC Public Schools

School Counseling Frameworks

New York City Department of Education
Office of School & Youth Development (OSYD)
The United Federation of Teachers Guidance Counselor Chapter

http://schools.nyc.gov/Teachers/guidance/default.htm
The ASCA National Model reinforces the importance of delivering a comprehensive, developmental, and results-based program.

The model states the importance of having an accountability system and an organizational framework that answers “How are students different as a result of the school counseling program?”

Accountability, as presented in the ASCA model, links the work of school counselors to student success.
Foundation

Student Outcomes:
Academic Development
Career Development
Social-Emotional Development
ASCA MINDSETS AND BEHAVIORS

Three Domains: Academic Career Social-Emotional
Six Mindset Standards Twenty-nine Behavior Standards
Management SYSTEM  = Evidence

It’s About Organization

- Time and Task Analysis
- Actual/Ideal Comparison
- Calendars & Schedules
  - Yearly department and individual counselor schedules
- Advisory Committee
Accountability

Program Outcomes:
Impacting critical data elements
Measure
Mapping
Smart Goals
SCHOOL COUNSELING PROGRAMS ARE EVALUATED

To what degree have our students..............

How do we know services and activities are effective?

How do we collect evidence of effectiveness?

We should review our programs annually!
SCHOOL COUNSELING PERSONNEL ARE EVALUATED

What are principals looking for?

- desired student learning outcomes (SLOs)?
- college and career readiness?
- comprehensive delivery of services?
- data driven practice
- counseling programs aligned with the instructional program

What else?

How do you show your effectiveness?
Evidence and Effectiveness

MAPPING: Identifying what we do and finding gaps

Standards, Competencies (SLOs), Activities, School Improvement Goals, Measureable Outcomes
### ASCA Model

**Counselor**

**Building**

**Grade Level(s)**

<table>
<thead>
<tr>
<th>Mindset</th>
<th>Behavior</th>
<th>Domain: Academic</th>
<th>Career</th>
<th>Social-emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Service/Activity</th>
<th>Mindset/Behavior Standards</th>
<th>Grade Level</th>
<th>Timeline</th>
<th>Who's Involved</th>
<th>School Improvement Data</th>
<th>Measurable Outcomes</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>F</td>
<td>D</td>
<td>M</td>
<td>M</td>
<td>A</td>
<td>A</td>
<td>I C R</td>
</tr>
</tbody>
</table>

**Individual student planning; Curriculum, Responsive services,**

**Foundation, Management, Delivery, Accountability**
## Mapping Example

<table>
<thead>
<tr>
<th>Service/Activity D</th>
<th>Mindset/Behavior Standards F</th>
<th>Grade Level D M</th>
<th>Timeline M</th>
<th>Who's Involved M</th>
<th>School Improvement Goals A</th>
<th>Measurable Outcomes A</th>
<th>Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking ahead to post secondary choices</td>
<td>Understand what is needed to have choices</td>
<td>10</td>
<td>Sept to June</td>
<td>Counselor teachers, students, parents</td>
<td></td>
<td></td>
<td>C and I</td>
</tr>
<tr>
<td>Study skills</td>
<td>Time management</td>
<td>10</td>
<td>October Weekly lessons for 4 weeks;</td>
<td>Counselor, teachers, students, parents</td>
<td></td>
<td></td>
<td>C – lessons with teachers</td>
</tr>
<tr>
<td>Goal setting for success</td>
<td>identify attitudes and behaviors for success</td>
<td>9</td>
<td>September</td>
<td>Counselor, teachers, students, parents</td>
<td></td>
<td></td>
<td>C and I</td>
</tr>
</tbody>
</table>

Individual student planning; Curriculum, Responsive services

Foundation, Management, Delivery, Accountability
Accountability System: MEASURE Evidence

M Connect to the Mission of the school
E Identify critical data Elements
A Analyze critical data elements
S Identify Stakeholders to help
U Unite to strategize
R Results
E Educate

(Stone & Dahir, 2011)
SMART GOALS

The SMART goal format (Doran, 1981) is frequently used for developing and writing overall program goals.

SMART is an acronym for

- **S** – specific, strategic
- **M** – measurable
- **A** – attainable and agreed on by everyone
- **R** – results oriented
- **T** – time bound
EXAMINING PRACTICE

- Self reflection for professional practice
- Aligning with the 4 Domains (Danielson)
  - Planning and Preparation
  - The Environment
  - Delivery of Service
  - Professional Responsibilities
- State DOE designed evaluation tools
Components For Personnel Evaluation

**Standard:** The performance standards highlight the major roles and functions performed by the school counselor. Standards may vary in individual schools and districts in order to meet the needs of students.

**Indicators:** The indicators provide examples of specific observable behaviors and practices demonstrating how the school counselor performs the roles and functions of the standard.

**Artifacts:** (Evidence) The artifacts are some examples of practices and results the school counselor might include as evidence of meeting a standard. The school counselor will select artifacts relevant to his or her performance, and artifacts are not limited to these examples.
Components For Personnel Evaluation, cont.

**Performance Rubric:** The rubric is a qualitative summary of practices and competencies that determine the degree to which the school counselor has met the standard.

**Performance Level:** Optional? Future? Perhaps, as in other states, New York school counselor performance will be rated on the performance levels described in the rubric and defined by the New York Department of Education. APPR concept.
NYSSCA AND APPR FOR SCHOOL COUNSELORS

- NYSED regulations on APPR do not include school counselors
- Meaningful and appropriate evaluation of school counselors is desirable
- All evaluation systems for all educators are negotiated with the local bargaining unit
- Counselors around NYS are being evaluated in a multitude of ways, many of which are not appropriate
- NYSSCA Comprehensive Model is being revised to reflect the revised ASCA Comprehensive Model (2012)
- NYSSCA Model APPR Plan in production – ETA June 2015
- Model APPR Plan will be provided as a recommended template for school counselors in NYS
Foundation Standard (F): *The professional school counselor plans and organizes the foundation of a standards-based, data-driven comprehensive school counseling program that is aligned with the school strategic plan and the district comprehensive school counseling model.*

**Standard Element 1 (F1):** *The professional school counselor articulates and demonstrates the school counseling program mission.*

<table>
<thead>
<tr>
<th>Not Evident:</th>
<th>Emerging:</th>
<th>Proficient:</th>
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<tr>
<td>The professional school counselor <strong>does not articulate or demonstrate</strong> the mission of the school counseling program that is aligned with the school strategic plan and the school/county mission statements.</td>
<td>The professional school counselor <strong>articulates and demonstrates the mission of the school counseling program</strong> that is aligned with the school strategic plan and the school/county mission statements.</td>
<td>The professional school counselor <strong>consistently articulates and demonstrates the mission of the school counseling program</strong> that is aligned with the school strategic plan and the school/county mission statements.</td>
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Examples of Evidence:
- Does not have a published individual or departmental mission statement for the school counseling program
- Does not align individual or departmental mission statement with the school strategic plan and the school/county mission statements

Examples of Evidence:
- **Publishes a mission statement on the**
  - the school web site
  - newsletter
  - blog
  - posted in school counselor's office
  - in the student handbook
  (Note: *In the absence of a departmental mission statement, an individual mission statement may be used*)

Examples of Evidence:
- Integrates the school counseling mission into
  - classroom guidance lessons
  - parent workshops
  - small groups
  - individual counseling
  - staff consultation
  - special programming (i.e.: career day, multicultural events)

Artifacts: | Artifacts:
Delivery System Standard (DS): The professional school counselor delivers a comprehensive school counseling program through school guidance curriculum, individual student planning, responsive services, and system support.

**Standard Element 1 (DS1):** The professional school counselor provides all students with a school counseling curriculum that is comprehensive in scope, proactive in nature, and developmental in design.

<table>
<thead>
<tr>
<th>Not Evident: The professional school counselor <strong>does not deliver</strong> a school guidance curriculum.</th>
<th>Emerging: The professional school counselor delivers a school guidance curriculum; however, the school guidance curriculum <strong>is not provided for all students.</strong></th>
<th>Proficient: The professional school counselor <strong>consistently</strong> delivers a school guidance curriculum for <strong>all</strong> students.</th>
</tr>
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<td>Examples of Evidence: • Does not teach lessons that are connected to the standards • Plans day-by-day and/or cancels classroom visits or small groups without rescheduling • Does not provide school guidance curriculum for all students • Does not conduct small groups to respond to students’ identified needs</td>
<td>Examples of Evidence: • Teaches some lessons that are connected to the standards • Generally plans for the year and reschedules classroom visits or small groups most of the time. • Provides school guidance curriculum for some but not all students</td>
<td>Examples of Evidence: • Teaches lessons and units based on school data, needs assessments, and other research. • Plans for the year and always reschedules classroom visits or small groups • Provides school guidance curriculum for all students</td>
</tr>
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Artifacts: | Artifacts:
Management System Standard (MS): The professional school counselor manages a comprehensive school counseling program.

**Standard Element 1 (MS1): The professional school counselor works with school administration to develop an individual partnership agreement defining the school counselor’s role in the school counseling program.**

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<td>The professional school counselor <strong>does not collaborate</strong> with administration to establish a verbal or written individual partnership agreement about his/her role in the school counseling program.</td>
<td>The professional school counselor collaborates with administration <strong>verbally</strong> to establish an agreement about his/her role in the school counseling program.</td>
<td>The professional school counselor collaborates with administration to <strong>create a written partnership agreement</strong> about his/her role in the school counseling program.</td>
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**Examples of Evidence:**
- Does not collaborate with administration to develop a comprehensive school counseling partnership agreement
- Has no plan to address students’ needs
- Works in isolation from administration
- Has no professional learning plan

**Examples of Evidence:**
- Meets with administration to discuss and agree on his/her role within the school counseling program
- Develops a professional learning plan to enhance the school counselor’s role
- Addresses students’ needs

**Examples of Evidence:**
- Meets with administration to develop a written partnership agreement
- Reviews and revises existing partnership agreement with administration annually
- Reviews and revises an annual professional learning plan that advances relevant knowledge, skills, and dispositions to enhance the school counselor’s role.

**Artifacts:**

**Artifacts:**
Accountability Standard (A): The professional school counselor monitors and evaluates the processes and results of the school counseling program.

Standard Element 1 (A2): The professional school counselor submits a written results report for his/her school counseling activities and interventions.

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<td>The professional school counselor <strong>does not submit a written results report</strong> for the school counseling activities and interventions.</td>
<td><strong>Emerging:</strong> The professional school counselor submits a written results report of <strong>process and perception data OR results data</strong> or a <strong>MEASURE</strong> for at least one school guidance curriculum <strong>OR</strong> one closing the gap activity</td>
<td><strong>Proficient:</strong> The professional school counselor submits a written results report with <strong>process, perception, and results data</strong> for the school guidance curriculum <strong>AND</strong> closing the gap activities.</td>
</tr>
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Examples of Evidence:
- Does not complete a results report for school counseling activities and interventions

Examples of Evidence:
- Completes and submits a results report with process and perception data for the guidance curriculum or closing the gap activity
- Completes and submits a results report with results data for the guidance curriculum or closing the gap activity

Examples of Evidence:
- Completes and submits a results report with process, perception, and results data for the guidance curriculum activity and closing the gap activity

Artifacts:

Artifacts:
Evidence Based Practice

- **Everyone** in a school setting is accountable for student success.
- The challenge is to show how the school counseling program influences **critical data elements on the school's report card**.
- Sharing accountability for student success with stakeholders is a driving force for transforming and reframing the work of school counselors.
- A data-driven approach to building your program will help support and secure the school counselor’s position as a **valued player in school improvement**.

**Having Priorities and Achieving Goals**
LESSONS LEARNED

- Preparing for real world expectations
- Acknowledging Anxiety/Stress
- Responding to Objections
  - Non-counseling duties
  - Hi-jackers
- Addressing Barriers
  - Unsupportive School Environment
  - Learning Curves

Be Proactive Not Reactive
RESOURCES

- ASCA National Model for Comprehensive School Counseling (2012)
- ASCA Mindsets and Behaviors (2014)