Examining the role school counselors have when classroom teachers are expected to deliver SEL, ACP, etc at the universal level?

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Learning Objectives

- Increase knowledge about distributive leadership
- Increase knowledge on role of school counselor in universal practices
- Identify counseling program components within this framework
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- Rural/Urban/Suburban
- School Level
- Ratio
Universal Curriculum taught by classroom teachers??

Share your thoughts:

Pro’s & Con’s
(I per post-it)
Shifting from Direct Delivery to Leadership

What are the biggest shifts that you have seen in your schools?

How has this impacted your counseling program?

Positives? Areas of Concern?
“These collaborations are an important aspect of implementing equitable, data-informed, school counseling programs promoting all students’ successful academic, career and social/emotional development.”
School counselors work with students, their families, **school staff and community members** in the implementation of a school counseling program in establishing school and community partnerships that:

- Promote student academic, career and social/emotional development
- Inform the school community about relevant community resources
- Actively pursue collaboration with family members and community stakeholders
- Remove barriers to the successful implementation of school-family-community partnerships
“School counselors serve as an advocate, leader, facilitator, initiator, evaluator and collaborator to create, enrich and assess the effect of these partnerships on student success within the school counseling program.”
Leadership
Leadership is not a title

What is leadership?
Leadership is taking responsibility for enabling others to achieve shared purpose under conditions of uncertainty. The strength of a movement grows out of its commitment to develop leadership.
Sometimes we think leadership is about being the person that everyone goes to:

How does it feel to be the dot in the middle of all those arrows? How does it feel to be one of the arrows that can’t even get through? And what happens if the “dot” in the middle should disappear?
Sometimes we think we don’t need leadership because “we’re all leaders,” but that looks like this:

In this case, who’s responsible for coordinating everyone? And who’s responsible for focusing on the good of the whole, not just one particular part? With whom does the “buck stop”?
Another model for practicing leadership is this “snowflake.” Leaders develop other leaders who, in turn, develop other leaders, all the way “down.” Although you may be the “dot” in the middle, your success depends on developing the leadership of others.
Distributed Leadership

Share examples of distributed leadership models in your schools?

Where do you see distributed leadership enhancing and supporting your counseling program?
School Counselors as Collaborators

School counselors work with stakeholders both inside and outside of the school as part of a comprehensive school counseling program.

School counselors can access a vast array of support for student development that cannot be achieved by an individual, or the school, alone.

ASCA Webinar: The School Counselor’s Role in Community Engagement
Webinar Presenter: Kirsten Perry
Webinar Date: March 29, 2018
Community Partnerships

Get to know the community in which you serve and identify potential community partnerships that support your schools mission/vision/goals.

- Social-emotional supports
- Career-development supports
- Academic supports

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School Teams

• Build **effective teams within the school** to support students academic, personal-social and college-career needs.

• Develop **working relationships** with community members to tap into resources that might not be available at the school

• Build a **sense of community** between the school and the larger community
With A Partner

Share about a time that you collaborated with a teacher or community organization to deliver a component of your comprehensive school counseling program.

How did it go?
Advocacy & Systemic Change
The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

**Category 1: Mindset Standards**
School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

**Category 2: Behavior Standards**
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

<table>
<thead>
<tr>
<th>Learning Strategies</th>
<th>Self-Management Skills</th>
<th>Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate critical-thinking skills to make informed decisions</td>
<td>1. Demonstrate ability to assume responsibility</td>
<td>1. Use effective oral and written communication skills and listening skills</td>
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<tr>
<td>2. Demonstrate creativity</td>
<td>2. Demonstrate self-discipline and self-control</td>
<td>2. Create positive and supportive relationships with other students</td>
</tr>
<tr>
<td>3. Use time-management, organizational and study skills</td>
<td>3. Demonstrate ability to work independently</td>
<td>3. Create relationships with adults that support success</td>
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<tr>
<td>5. Apply media and technology skills</td>
<td>5. Demonstrate perseverance to achieve long- and short-term goals</td>
<td>5. Demonstrate ethical decision-making and social responsibility</td>
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<tr>
<td>6. Set high standards of quality</td>
<td>6. Demonstrate ability to overcome barriers to learning</td>
<td>6. Use effective collaboration and cooperation skills</td>
</tr>
<tr>
<td>7. Identify long- and short-term academic, career and social/emotional goals</td>
<td>7. Demonstrate effective coping skills when faced with a problem</td>
<td>7. Use leadership and teamwork skills to work effectively in diverse teams</td>
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<td>8. Actively engage in challenging</td>
<td>8. Demonstrate the ability to balance school, work and family life</td>
<td>8. Demonstrate advocacy skills and ability to...</td>
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Integration Best Practices

Co-create/Co-facilitate Programming
• Align lessons with Mindsets and Behaviors as well as academic standards

Professional Development
• Support the learning of teachers and community partners

Evaluate
• Assess Universal Practices to determine effectiveness and identify students for Tier 2 supports
Considerations

Ethical Standards for School Counselors
Teacher training/willingness

Expertise of the School Counselor
Academic/Social-Emotional AND Career
Resources

ASCA Mindsets and Behaviors for Student Success
ASCA Ethical Standards for School Counselors
ASCA School Counselor Professional Standards & Competencies