COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAM for

Rowland Scholars Academy

Vision

The vision for *Rowland Scholars Academy* (RSA) is to create an environment in which all students strive to reach their greatest potential.

Rowland Scholars Academy Counseling Department Vision:

All RSA scholars are high-achieving learners who will successfully progress through school to be college and career ready upon graduation while also achieving meaningful personal/social/emotional development to become lifelong learners and great contributors to their communities in the future.

Mission

The mission of Rowland Scholars Academy is to foster excellence by promoting the intellectual, social, and moral growth and physical health of every student to ensure student success, leading to higher education, work, and life-long learning.

Rowland Scholars Academy Counseling Department Mission:

The mission of RSA Counseling Department is to provide a Comprehensive Developmental School Counseling Program for all students, providing the tools and student advocacy for academic achievement, personal/social/emotional development and career and college readiness. The program is designed to reach all students, and to close opportunity and achievement gaps by removing barriers to the pursuit of academic excellence for all RSA scholars.

Belief Statement

The counselors in RSA believe:

- All students can achieve and meet high standards that will result in career and college readiness after graduation

- Data must be analyzed and translated into goals that guide the development of a CDSCP, and in turn measure the effectiveness of the CDSCP based on student achievement and progress data.

- Student Developmental Needs are best addressed by having a solid counseling program plan and a focused implementation

- All parties need to be engaged with a CDSCP - and the plan must work with the school & districts mission and vision

- School Counselors must act as leaders and advocates for the students

RSA Comprehensive Developmental School Counseling Program Goals

The Counseling department has identified the following goals for its CDSCP:

Academic

1. Study Skills in-class curriculum will be presented to 100% of student body. Afterwards, small group study skills sessions will be provided for referral and self-enrolling students. Measurement of success will be based on pre- and post- test awareness of study skills, plus tracking of attendance for those involved in study skills small groups. End of year, EOCT results for students involved in study skills classes vs. their socioeconomic and ethnic peers will be compared. Goal is 5% points improvement of those involved in study skills vs. those not involved.

2. During the school year, additional small group tutoring sessions will be offered for matriculating freshmen in the areas of science and social studies. Target audience are Hispanic and black youth where the CCRT 8th grade reference scoring on these two areas

were 35.3% and 28% Does Not Meet CCRT standard in Science; and 32.2% and 23% Does Not Meet CCRT standard in Social Studies respectively. These CCRT incoming levels compare to White students CCRT scores of 3.1% and 2.6% Does Not Meet in Science and Social Studies respectively. Measurement of achievement will be scores in Biology (9th grade) and Civics & World Geography (9th grade) vs. the same demographic groups the year prior.

3. Assembly style Parent sessions will be offered in Spanish for Hispanic families. These sessions will cover class choice, importance of attendance, information regarding behavioral expectations, parenting tips for teenagers. Pre- and post- surveys will be done with the parents (in Spanish) to measure effectiveness of content delivery. In addition, all counseling forms will also be offered in Spanish via the school website by the end of the school year.

    1. By the end of the school year, Hispanic graduation rate will increase from 55% to 60%, narrowing the gap with other ethnic group rates.

    2. By the end of the school year, participation rate in 9th grade Literature & Composition EOCT for Hispanic groups will increase from 86.2% to 90%.

4. In classroom guidance sessions will be given regarding linkage between education and the world of work /life in the home/community. Guidance will be delivered by inspirational speakers who have overcome economic and social/personal difficulties, using education as a way out and way up. The sessions will go all year, and survey for each speaker will be used to judge effectiveness. Classroom teachers will submit referrals for additional counseling after each talk. 100% of the students will be exposed, some double exposed depending on subject and scheduling. By the end of the school

year, graduation rate for economically disadvantaged students will continue an upward

trend, going from 62.2% up to 75%.

Career/College Readiness

1. All students at each grade level will do level appropriate career awareness/college

   readiness assessments on GAfutures. Pre and Post tests will be used to track awareness

   and understanding of professional development needed at high school and university

   level for college/career preparation.

2. 100% of high school seniors will complete the FAFSA by the end of the first semester of

   the school year.

3. Grade level planning will be done in small group sessions, and individually as needed, to

   map an individual graduation plan in GAfutures. % of student accounts in GA411 will

   increase from 85% to 90% for all grade levels at the end of the school year.

4. One Career Day will be held in the spring as grade level assemblies as a follow up from

   the in-class sessions of "inspirational speakers" (Academic goal #4). Speakers will re-

   appear, and new speakers may be added. Forums will be offered for these individuals to

   come back and work in small group sessions after school. On Saturday in Spring a career

   & college fair will be held. Focus will be equally between college opportunities AND

   career/vocational opportunities, as well as developmental programs offered as "gap year"

   alternatives. Goal is to increase graduation rate of economically disadvantaged students

   from 62.2% up to 75%

Personal/Social/Emotional

1. Calendar will address themes of personal/social/emotional importance. Each theme will

   have either pre- post- test assessments or teacher lead assessments to measure learning

levels of the material - and relevance to student's incorporation into their lives. Spring calendar will be set by November for 3 additional foci areas, according to needs of student body.

1. Mental Health Awareness / Suicide Prevention - Month of September. Measurement will be pre- and post- test awareness. Goal is to increase mental health awareness by 75% as measured by pre- and post- testing.

2. Bullying - Month of October to align with STOMP Out Bullying national program. Goal is to reduce student referrals by 50% in the months following October.

3. Self Esteem - Month of November - Engage either boys/girls club or big brothers/sisters to program Saturday sessions in November to engage students in self-esteem exercises, promoting healthy thought and behavior, setting appropriate boundries in their lives. Measurement will be pre-and post- seminar surveys to test awareness and shifts in attitude. Goal is 50% participation of student body in these sessions, of which 75% will be black and hispanic ethnic groups OR economically disadvantaged youth.

4. Alcohol Awareness - Month of April - engage programs from NCADD with prom and dance preparation. Pre- and Post- test awarness will be measurement of effectiveness, plus reduction in disciplinary actions for alcohol / drug abuse of 50% vs. 15-16 school year during April and May.

2. Working through literature classes at each grade level, counselors will incorporate a lesson plan per grade, as appropriate, that encourages students to reflect on their personal/emotional experiences and express via blogging, journaling, writing, goal setting

their analysis of the experience(s) and reflections on their growth and future

goals. Lessons will be taken from this

website: http://schoolcounselor.org/asca/media/asca/Resource%20Center/High%20Schoo

l%20Counseling/Lesson%20Plans/Persona-Social.pdf Measurement will be grades of the

efforts, plus pre- and post- surveys to measure increased awareness of the issues.

Crosswalk Tool for RSA

RSA High School Crosswalk Tool with Mindsets & Behaviors for Students:

ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can be use in planning your overall school counseling curriculum.
Indicate the grade level you plan to address any standard in the cells below.
It isn't necessary to address each standard each year.

	Grade Level		
Mindsets	**Academic**	**Career**	**Social/ Emotional**
1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being		11	9-12
2. Self-confidence in ability to succeed		11-12	
3. Sense of belonging in the school environment			9
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	9-12		
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	9-10		
6. Positive attitude toward work and learning			9
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions		9	
2. Demonstrate creativity			
3. Use time-management, organizational and study skills	9-10		
4. Apply self-motivation and self-direction to learning		9-10	
5. Apply media and technology skills		9-12	
6. Set high standards of quality	9-12		
7. Identify long- and short-term academic, career and social/emotional goals	11-12	11-12	
8. Actively engage in challenging coursework	9-12		
9. Gather evidence and consider multiple perspectives to make informed decisions			9-10
10. Participate in enrichment and extracurricular activities			9-12
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility			9
2. Demonstrate self-discipline and self-control			9-10
3. Demonstrate ability to work independently		11-12	
4. Demonstrate ability to delay immediate gratification for long-term rewards			9-10
5. Demonstrate perseverance to achieve long- and short-term goals		11-12	9
6. Demonstrate ability to overcome barriers to learning	9-12		9
7. Demonstrate effective coping skills when faced with a problem	9-12		9
8. Demonstrate the ability to balance school, home and community activities			9-10
9. Demonstrate personal safety skills			9-12
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities		11-12	9-10
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills	9-12		
2. Create positive and supportive relationships with other students			9-12
3. Create relationships with adults that support success		9-12	
4. Demonstrate empathy			
5. Demonstrate ethical decision-making and social responsibility			
6. Use effective collaboration and cooperation skills			
7. Use leadership and teamwork skills to work effectively in diverse teams			
8. Demonstrate advocacy skills and ability to assert self, when necessary		9-12	
9. Demonstrate social maturity and behaviors appropriate to the situation and environment			9-10

© 2003, ASCA National Model: A Framework for School Counseling Programs. American School Counselor Association

Crosswalk Tool for RSA Elementary and Middle Schools

Domain	ASCA Mindsets & Behaviors	School Counselor Competencies	Grades K-3	Grades 4-5	Grades 6-8
Academic	**Mindset Standards** 1,2,5,6 **Behavior Standards** • Learning Strategies: 1, 3, 4 • Self-Management Skills: 1, 2, 7 • Social Skills: 1, 5, 6,7	**I.A Knowledge** I-A-8 **II.B Abilities & Skills** II-B-3a	Self-management skills; Decision making skills; Asking for help	Time/task management skills; Decision making skills; Asking for help; Learning styles	*Student Success Skills (SSS)*; Decision making skills; Time/task management skills; Communication skills; Learning styles
			Problem solving skills; Goal setting and planning	Study and organization skills; Critical thinking skills; Goal setting and planning	Study and organization skills; Critical thinking skills; Goal setting and planning; Becoming and independent learner
			Learning-work relationship; Part of a community	Learning-work relationship; Part of a community; Balanced life	Learning-work relationship; Community service; Balanced life
Domain	ASCA Mindsets & Behaviors	School Counselor Competencies	Grades K-3	Grades 4-5	Grades 6-8
Career			What I like to do; Decision making skills; Goal setting and planning; Cooperation; Career Fair	What I like to do; Decision making skills; Goal setting and planning; Cooperation; Balanced life; Career Fair	Decision making skills; Goal setting and planning; Team work; Balanced life; Time/task management skills; Career Fair
			Decision making skills; Career Fair	Decision making skills; traditional/non-traditional careers; Career Fair	Decision making skills; traditional/non-traditional careers; Career Fair

Domain	ASCA Mindsets & Behaviors	School Counselor Competencies	Grades K-3	Grades 4-5	Grades 6-8
			Learning-work relationship; What I like to do; *Character and Resiliency Education Skills (CARES)*	Learning-work relationship; What I like to do; *Character and Resiliency Education Skills (CARES)*	Learning-work relationship; Work and lifestyles; Conflict management
Social/Emotional			*CARES*; Making friends; Bullying	*CARES*; Making friends; Bullying; Communication skills; Cooperation	Conflict management; *SSS*; Bullying; Communication skills; Teamwork
			Decision making skills; Goal setting and planning; Bullying	Decision making skills; Goal setting and planning; Bullying; Peer pressure	Decision making skills; Goal setting and planning; Bullying; Peer pressure; Finding alternatives
			Stranger danger; Personal information	Stranger danger; Peer pressure; Good touch/bad touch	Peer Pressure; Good touch/bad touch; Drug awareness

Competencies of the School Counselor

CDSCP for RSA uses the following Foundational Competencies of the School Counselor in

creating this plan (marked with "x").

Foundations:

II-A: Knowledge

_x_ II-A-1.   Beliefs and philosophy of the school counseling program that align with

current school improvement and student success initiatives at the school, district and state

level

_x_ II-A-2.   Educational systems, philosophies and theories and current trends in

education, including federal and state legislation

_x_ II-A-3.   Learning theories

_x_ II-A-4.   History and purpose of school counseling, including traditional and transformed roles of school counselors

_x_ II-A-5.   Human development theories and developmental issues affecting student success

_x_ II-A-6.   District, state and national student standards and competencies, including ASCA Student Standards

_x_ II-A-7.   Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies

__ II-A-8.   Three domains of academic achievement, career planning, and personal and social development

II-B: Abilities and Skills

_x_ II-B-1.   Develops the beliefs and philosophy of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level

_x_ II-B-1a.   Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do

_x_ II-B-1b.   Demonstrates knowledge of a school's particular educational philosophy and mission

_x_ II-B-1c.   Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission (Philosophy statement attached at end of plan)

_x_ II-B-2.   Develops a school counseling mission statement aligning with the school, district and state mission.

_x_ II-B-2a.   Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs

_x_ II-B-2b.   Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits every student

__ II-B-2c.   Communicates the philosophy and mission of the school counseling program to all appropriate stakeholders

__ II-B-3.   Uses student standards, such as ASCA Student Standards, and district or state standards, to drive the implementation of a comprehensive school counseling program

__ II-B-3a.   Crosswalks the ASCA Student Standards with other appropriate standards

__ II-B-3b.   Prioritizes student standards that align with the school's goals

_x_ II-B-4.   Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor

_x_ II-B-4a.   Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors

_x_ II-B-4b.   Understands the legal and ethical nature of working in a pluralistic, multicultural, and technological society.

x__ II-B-4c.   Understands and practices in accordance with school district policy and local, state and federal statutory requirements.

_x_ II-B-4d.   Understands the unique legal and ethical nature of working with minor students in a school setting.

_x_ II-B-4e.   Advocates responsibly for school board policy, local, state and federal statutory requirements that are in the best interests of students

_x_ II-B-4f.   Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools.

_x_ II-B-4g.   Models ethical behavior

_x_ II-B-4h.   Continuously engages in professional development and uses resources to inform and guide ethical and legal work

_x_ II-B-4i.   Practices within the ethical and statutory limits of confidentiality

_x_ II-B-4j.   Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas

_x_ II-B-4k.   Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes

School counselors believe:

_x_ II-C-1.   School counseling is an organized program for every student and not a series of services provided only to students in need

_x_ II-C-2.   School counseling programs should be an integral component of student success and the overall mission of schools and school districts

_x_ II-C-3.   School counseling programs promote and support academic achievement, personal and social development and career planning for every student

_x_ II-C-4.   School counselors operate within a framework of school and district policies, state laws and regulations and professional ethics standards

Reflections on creating a CDSCP:

The process of creating the foundational part of a CDSCP was daunting and terrifying to me. What I found were so many versions of how to talk student competencies, mindsets and behaviors, as well as school counselor competencies, I didn't know where to turn in order to use the "right forms" in my presentation. Furthermore, the purpose of a crosswalk exercise was not clear to me, other than to identify at what age/grade level different mindsets and behaviors should be emphasized and taught to the students. My assignment of these was based on what I have learned regarding life-span development theories and stages.

My methodology was to take report card data from a school in my district and identify some of the gaps in achievement shown between ethnic and SES groups of students. I was familiar with the school atmosphere and functioning, so I felt comfortable making some assumptions as I put my goals in place.

The CACREP standard highlighted in this exercise that I struggle the most with is CACREP-2009.INT.8.A.5 (Understands current models of school counseling programs (e.g. American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.) I understand that there are many moving parts to a model, and in the end that all activities with the students, families, school professionals and community need to be tied back to Social/Emotional, Academic and Career/College Readiness of the students. However, I get lost in how to use the multiplicity of competencies that the ACSA model presents for the students in each one of these domains. I am also lost when asked to tie these competencies in with Common Core competencies in a national or state model. I know that I have a lot more research to do on how all of these various standards fit together, and more importantly how they function together for the benefit of the student.