

The Counselor Role in Personalization & Graduation by Proficiency

Counselors & Teachers Partnering for Student Success

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Purpose of Session

The goal of this session is to discuss elementary, middle and high school programs that partner school counselors and teachers in advisories and classrooms to help students prepare for proficiency-based graduation requirements (through a focus on career development, post-secondary options, portfolios and capstone projects) and address personal/social issues that impact the quality of their learning.

Why Partner?

- Moving from a reactive counseling model to a proactive counseling program based on the ASCA Model.
- Partnerships allow counselors to deliver curriculum to all students.
- Counselor and teacher collaborations are better than teacher or counselor alone.
- Concretely demonstrates to faculty and administration one facet of the role of a school counselor.
- Positive public relations for counseling departments.
- Allows school counselors to use skills in a classroom setting and connect with students and teachers in a general school environment.

The Partnering Process for Counselors & Teachers

Five aspects of the partnering process will be discussed:

1. Desired outcomes of collaboration.
2. Strategies for effective partnership that were used.
3. Barriers to the partnering process.
4. Data collected and what the data showed us.
5. Adjustments we made because of the data results.

Lessons Learned

Key lessons we have learned about counselors partnering with teachers:

- Planning is essential.
- Counselors must be comfortable with the material being presented in collaboration with a teacher.
- Consider each new partnership as a pilot.

What You Can Do and How to Begin Planning

The Steps You Need to Take

- Consider the counseling program's goals.
- Find your niche.
- Common planning time, common standards, common barriers.
- Share with administration the plan.
- Evaluate after first lesson.
- Surveys.
- Explore EZAnalyze, CSCOR for additional information.
- Make known your success!

Completing the Partnering Work Plan

The Partnering Work Plan identifies information that is critical to designing, implementing and evaluating a Counselor-Teacher Partnering Program. A planning template is provided to get you started. Additional planning tools are available in RISCAs Toolkit #1 (Strategic & Annual Planning) which is available for free download from the RISCAs website at (www.rischoolcounselor.org).

Sharing Your Experience with Partnering

This is your opportunity to share your experiences (both successes and challenges) with other workshop participants.

Final Thoughts

Concluding remarks and thoughts on where we go from here.

- Partnering works!
- Data collection is important to show administration that partnerships are important
- Sharing your partnering experience and how critical data elements have changed is extremely important with the educational community

Counselor(s) _____ School _____

Partnering Work Plan

Partner(s)—Enter the name of a teacher with whom you wish to partner.

Desired Outcomes—Enter the results students can be expected to achieve as a result of the partnership.

Steps We Will Take—Enter specific action steps you and your partner will take to achieve the desired outcomes.

Data We Will Collect—Enter the types of data you will collect (process, results, perception) and the instruments you will use.

Partner(s)	Desired Outcomes	Steps We Will Take	Data We Will Collect & Instruments We Will Use

Barriers

Barriers to Overcome—Enter the major obstacle(s) to an effective partnership.
Steps for Overcoming Barriers—Enter the steps you will take to overcome the barriers.

Barriers to Overcome	Steps for Overcoming Barriers

Additional Support

Additional Support Needed—Enter the names of others whose support you need for the partnership to be successful (e.g., Principal, SIT Team).

Name or Position	Type of Support Needed

Sample Student Survey Questions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Students benefit from having school counselors teach a class with teachers.					
I feel more comfortable visiting the guidance and counseling department because I have participated in a class or advisory with a counselor and a teacher.					
I prefer receiving information on (career exploration, resume writing, etc) in a class or advisory taught by a counselor and teacher.					
Because counselors taught classes with senior English teachers, I was well prepared to write my essays for college applications.					
I understand the application of statistics when looking at career employment rates.					

Sample Teacher Survey

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The Advisory/Personalization period has helped me disseminate information regarding our school's Proficiency-Based Graduation Requirements.					
It has been helpful to have the Guidance and School Counseling Office prepare the materials and handouts for the Personalization period.					
The advisory has helped to create a personalized environment for my students and me /					
I prefer fewer structured activities and worksheets.					
The students were exposed to career exploration activities.					
I think it is beneficial that the school counselors work with me periodically during the Personalization period.					