LAMAR UNIVERSITY

Final Project-Comprehensive Developmental Guidance Plan

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CNDV 5330

September 28, 2014

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Part I. Foundations of the CDGP

It is important to build a strong relationship with guardians and school. The purpose of an advisory council is to bring key stakeholders into the campus environment to help build that connection between guardians and school. The advisory team serves to assess and review goal and the results of the comprehensive school counseling program. They also make recommendations, and put the CSCP into the school and community. Members of the advisory teams could include students, parents/guardians, teachers, counselor, administrators, and the members of the community.

School Mission Statement

A school's mission statement defines its purpose and the programs it provides to students. The mission statement of my current school, Emerson Elementary is "Our mission is to graduate every student prepared for success beyond high school." This is the mission statement for all the schools in the school district. This statement will prepare these students for whatever may come after high school. With the help from staff that collaborate with parents, student and the community, these students can become great people in their future society.

Counseling Program Mission Statement

The reason for the counseling program mission statement is to support the school's mission. The mission of the counseling program at Emerson Elementary is to provide all students with academic, personal and social skills to be successful in the classroom with comprehensive and developmental support.

ASCA Standards

The American School Counselor Association's (ASCA) School Counselor Competencies that align with above information are:

II. Foundations-School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundation of a school counseling program aligning with the ASCA **National Model**

II-B-1. Abilities & Skills- *an effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:*

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

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

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

Part II: Understanding the Importance of CDGP Components

Needs Assessment

Dollarhide and Saginak (2012), state that needs assessments are important because data gleaned from such evaluation are integral in the early planning processes of a school counseling program. School counselors use this data to figure out their interventions such as small groups, presentations, class guidance lessons, and school programs. "School counselors who closely monitor, through evaluation, the effects that programs and interventions are having on factors that directly associate with learning and attainment are providing invaluable information for sustaining their role within school" (Dollarhide & Saginak, 20012, p. 114)

Emerson Elementary School is one elementary school of thirty seven elementary schools in Amarillo ISD. We currently have about 650 students which decreased since last year. Emerson Elementary uses many researched-based and school wide programs such as I-station, Imagine Learning, RTI, and PLC's for teachers. Emerson Elementary is a title I school and has been since it has existed. We are at full capacity, but it got a face lift yesterday and added 10 classrooms in an additional wing to help the population of our students in the school.

Emerson Elementary serves a population mostly of low-poverty class families. The population is: African American 5.4 %, Hispanic 85.8%, White 6.2%. The demographic is mostly Hispanic. We also have 96.6% economically disadvantaged, 49.9% English Language Learners and 63.6% At Risk students. Our campus has Bilingual teachers

available for those students as well as Special Education teachers. The instructional staff

includes 100% Highly Qualified teachers.

Assessment Instruments

There are many instruments and methods available for collecting data. For Emerson

Elementary, making sure that teachers and staff are in constant contact with parents and

students to get the correct information to meet the needs of the student throughout the year.

Emerson Elementary is a title I school, so it is Texas law that we have to have at least one

documented parent conference with each student's parents to complete our responsibility to

the state. The current counselor comes into the classroom to watch and observe students, as

well as looking up in the student's cumulative folder their previous grades, attendance, state

scores, and any other information.

Emerson Elementary offers parents and students many great opportunities to be a part of

a great school community. Many of the teachers are Hispanic and Bilingual because of the

Hispanic population at Emerson. Being able to speak to the parents in their native language

allows the parents to communicate to teachers and staff. Teachers and staff use many ways to

achieve academic success in their daily schedules. The success of the students in regards to

academics is contributed to being able to place students in Response to Intervention groups

based on data of their weekly exams, tutoring after school, as well as small groups with the

counselor. Teachers are currently working on making PLC's their opportunity to talk and

collaborate about the student's success or failure to make groups for RTI and to be able to

reteach those that are not getting concepts in the classroom. At the end of the year the

principal sends out a survey through an online survey about how teachers and staff view RTI

and after school tutoring. The staff indicates whether they feel it is helping the students academically or not. Our counselor this year was told that our school is not referring or testing enough students in comparison to the other elementary schools in the district. The teachers are currently evaluating their students in the classroom to be able to refer some students for testing to be able to see if we our Gifted and Talented rate will be able to increase this year. We also do have a special education program that educates ten students this year.

Online surveys are low cost method of evaluating data for school counselors:

- evaluate results through statistics

- collect responses in a large number with questions

- easy to receive a lot of responses with lots of information

Interviews can be a face to face or through technology which involves the interviewer and the person being interviews. Benefits of an interview are:

- low cost

- gaining a broad perspective through questions

- questions and answers can be communicated clearly

- body language can be seen

Focus groups are groups that are done in person among a small number of stakeholders to gain information about other views or experiences. Advantages of using focus groups are:

- easy to meet and set up

- inexpensive way to collect data

- meeting for stakeholder to come together for students

- shared dialogue that gives new ideas

Personal observation tends to make data through a watch and see way to get information by making anecdotal notes about the student. Some of the advantages to personal observations are:

- easy to set up

- time efficient and cost efficient

- encourages relationship between stakeholders

Guidance Curriculum

The school counseling curriculum provides a way of delivering information and a way to connect with all the students. A well rounded curriculum also proves all students with the knowledge and skills appropriate for their level. Lastly, a successful school counseling curriculum will bring in the school's motto into the curriculum for all the students classes and activities.

Responsive Services

The responsive services of a comprehensive developmental guidance plan with provided additional support to hose students with problems that interfere with their academic, or personal and social development.

Responsive service can range from interventions or crisis responses to meet the needs of the student. There are also concerns such and preventive interventions that help student who are making unhealthy choices. There are also interventions for students who have already made bad choices. Responsive services are planned interventions that are

goal focused and may include: lunch buddies, individual counseling, small group

counseling, consults with parents and teachers, or referrals to outside counseling.

Individual Planning

Individual student planning is when the counselor works with the students and their

families to implement a learning plan, which is intended to identify and achieve future academic

goals.

School counselors work with students, and analyze their abilities, interests, skills and

achievements. Test grades and as well as other data can be used to help students make short term

or long term goals. Along with district policy, the counselor should meet with the students yearly

to make sure that the goals are being met and make any necessary academic changes to the plan.

Individual or small-groups are when school counselors advise students using personal,

social, academic information in planning their goals. This process involves student,

parents/guardians and stakeholders to meet that child's needs.

Parent meetings are when counselors meet with their students and the parents in

individual or small group planning to review the goals after the individual appraisal. These goals

should be revised and updated to go along with their current data and the input of the parent's

goals.

Program Support

A comprehensive school guidance programs includes activities that establish, maintain

and support the CDGP. The programs is mostly activities that enhance the program by consulting

with teachers, getting parent involvement started, providing support in PLC's and curriculum

support, and keeping community relationships open. These all make the school counseling programs work and effective through the different activities such as consulting, collaborating, management and operations as well and professional development.

ASCA Standards

The ASCA competencies that align with this information are the following:

III. Management-School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

III-B: Abilities & Skills- An effective school counselor is able to accomplish measureable objectives demonstrating the following abilities and skills:

III-B-3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement.

IV. Delivery-School Counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

IV-B: Abilities & Skills-An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

School counseling Core Curriculum

IV-B-1. Implements the school counseling core curriculum

IV-B-1a. Identifies appropriate curriculum aligned to ASCA Student Standards

IV-B-1b. Develops and presents a developmental school counseling core curriculum addressing al the student's needs based on student data

IV-B-1c. Demonstrates classroom management and instructional skills

IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals

IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum

IV-B-1f. Knows, understand and uses a variety of technology in the delivery of school counseling core curriculum activities

IV-B-1g. Understand multicultural and pluralistic trends when developing and choosing school counseling core curriculum.

IV-B-1h. Understands and is able to build effective, high-quality peer helper programs

Individual Student Planning

IV-B-2. Facilitates individual student planning

IV-B2a. Understands individual student planning as a component of a comprehensive program

IV-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post –secondary planning

IV-B-2c. Helps student establish goal and develops and uses planning skills in collaboration with parents and guardians and school personnel

Responsive Services

IV-B-3. Provides responsive services

IV-B-3a. Lists and describes interventions used in responsive services, such as individual/small group counseling and crisis response.

IV-B-3b. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, cognitive-behavioral therapy, Adlerian, solution focused brief counseling, person-centered counseling and family system

IV-B-3c. Demonstrates an ability to provide counseling for students during times of transitions and separation, heightened stress and critical change

IV-b-3d. Understands what defines a crisis, the appropriate response and a variety of strategies to meet the needs of the individual, group or school community before, during and after crisis response

Part III

Goal Setting

1. **Goal I:** *To create and maintain a learning environment that recognizes and supports a diverse population.*

Action Plan:

Grade level	Lesson Content	ASCA domain	Materials	Projected date	evaluation
Pre-k to 1	Intro/listening	Personal/Social	Books, puppets, role plays	Fall	Observation Parent, teacher student feedback
K-2	Self-Awareness/Identify	Personal/Social	Books, puppets, role plays	Fall	Observation Parent, teacher student feedback
Pre-K -3	Anger Management	Personal/Social Career academic	Books, Puppets, role plays	Fall	Observation Parent, teacher student feedback
Pre-K-4	How to make a friend/be a friend	Personal/social Career academic	Multi-media	Winter	Observation Parent, teacher student feedback
Pre-K -5	Recognizing Ind. Differences	Personal/social Career academic	Multi-media	Winter	Observation Parent, teacher student feedback
Pre-k-5	Conflict Management/Bulling	Personal/social Academic	Multi-media	Winter	Observation Parent, teacher student feedback
Prek-5	Decision Making	Personal/social Academic	Multi-media	Spring	Observation Parent, teacher student feedback
Prek-5	Healthy Choices/Stress Management	Personal /social Academic	Multi-media	Spring	Observation Parent, teacher student feedback

Prek-5	Personal Safety	Personal/Social Academic	Multi-media	Spring	Observation Parent, teacher student feedback

b) **Program indicators**

- Low income and minority students will be encouraged to participate in GT or advanced placement courses/programs.

- There will be an increase in student achievement and test scores for subpopulations

- Student suspensions and expulsions will decrease significantly each year.

- Students will engage in appropriate behavior and social skills resulting in decreased discipline referrals.

- Multiple coordinated support systems will exist to ensure students' academic, social, emotional, and physical well-being.

c) Student competencies

1. Students will be able to identify attitudes and behaviors that lead to successful learning

Standard A: A1. 5.

2. Students will be able to demonstrate how effort and persistence positively affect learning

(Standard A: A2.2).

d) Program evaluation

ASCA National Standards/Competencies

Competencies are knowledge, attitudes or skills that are observable and can transferred from a learning situating to a real-life situation and that involve the production of a measurable outcome. Competencies are indicators that a student is making progress toward the goals of the school counseling program. They are developed and organized into content areas.

Criteria	None	In Progress	Completed	Implemented	Criteria
Student competencies have been written that directly relate to the domains: academic, career, personal/social					
Developmentally appropriate student competencies are specified for each grade level grouping					
Selected competencies are based on assessment of student needs and are measurable or observable					
Goals demonstrate the link with the school counseling program and school mission					
Written student competencies have been presented by the admin, counselors and the school advisory council					

Evaluation

Criteria	None	In Progress	Completed	Implemented	Criteria
The program is audited annually					
The audit aligns with and includes all program components					
The results of the audit are shared in the spring and drive the program and behavior for the following year					
A written long range plan for improvement of the program is published and revised each year.					
The school counseling programs has been approved by administration.					

ASCA Standards

The American School Counselor Association's School Counselor Competencies that align with the information are:

V. Accountability-School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

V-A-1. Basic Concepts of results-based school counseling and accountability issues

V-A-2. Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct research

V-A-3. Use of data to evaluate program effectiveness and to determine program needs

V-A-4. School counseling program assessments and result reports

V-B: Abilities & Skills-An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

V-B-1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs

V-B-2. Understand and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program

V-B-3c. Identifies areas for improvement for the school counseling program

V-C: Attitudes-School counselors believe;

V-C-1. School counseling programs should achieve demonstrate able results

V-C-2. School counselors should be accountable for the results of the school counseling program

V-C-3. School Counselors use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results

V-C-4. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance

Part IV: Goal Setting

Goal II: Students will complete elementary school with the academic and social essentials to be able to go to the next grade level with the support and collaboration of parents and guardians.

Action Plan

b) Program indicators

- Parents will be encouraged to attend parent/teacher conferences as well as coming to Numbers and Nachos, and Literary Tea Night.

Teachers will send out invitations to all the above parents conferences and special nights for parents to be involved in the progress of their students.

- Counselor will be sending out monthly newsletters to let parents know of information that is upcoming on the calendar, as well as parenting tips, and any parent involvement dates and times.
- Counselor will also send out information and pamphlets to parents that are in need of community services.

c) Student competencies

1. Students will understand the importance of social achievement.

2. Students will understand the importance of academic achievement.

d) Program evaluation

1. Parents will fill out surveys at the parent involvement nights and counselor will read the comments and make adjustments for the following year.

2. Tracking the progress of students by looking in their cumulative folder, and watching the number of referrals to the office as well as to the counselor. Have meetings with parents to see how the interventions are working at home and in the classroom.

ASCA Standards:

The American School Counselor's Association's School Counselor Competencies that align with this information are:

I School Counseling Programs-School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate and comprehensive developmental, results-based school counseling programs that aligns with the ASCA National Model.

I-A-5. Individual counseling, group counseling and classroom instructions ensuring equitable access to resources promoting academic achievement, career development and personal/social development

Part V: Sharing Results

It is important to invite stakeholder, especially parents and administrators, to hear the benefits of a developmental guidance plan. Our main concern is how the presentation is organized. There are different ways that counselors can share their data and results/reports with stakeholders. It could be presented in a newsletter or on a web page. "The point is to inform stakeholder in a way in which the school counseling program is supporting student achievement and success in school. Having your program visible and recognized, informs, promotes, and substantiates you as an accountable school counselor and a professional leader in the field." (Dollarhide & Saginak, 2012, p. 113)

ASCA Standards

V-B-1j. Reports program results to the school counseling community

V-B-1k. Uses data to demonstrate the value the school counseling program adds to student achievement.

V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders.

Part VI: Reflection

My knowledge of the CDGP has expanded because of this course as well as having to align it with the ASCA standards. I hold helping students as an importance and goal in my current teaching job, and I hope to be able to touch the lives of many students by providing quality counseling to my future students. I also wanted to be able to not only help our students but their families and community as well. Being a bilingual teacher and future bilingual counselor, I hope to be able to bring hope to students and families that are Spanish speakers. I want them to know that there is help and that their child is able to be held at the same accountability as other students regardless of their ethnicity or struggles.

Challenges that I may face are being able to stay on top of the constant trends that we are seeing in counseling. Dollarhide & Saginak (2012) challenges we may face include mental health needs of students, crisis management, multiculturalism and diversity, spirituality, education reform, gender and schools, technology and alternative sources of funding. By being able to assess, we can have the tools that we need to be able to get over those challenges to be able to implement our counseling program and continue to serve the students of our school and community.

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