



Aligning Danielson Framework with Tenets of the School Counseling Profession

Office of School & Youth Development

Lois Herrera

Director of Student Support Services

Margarita Suero-Duran, Ed.D.

Senior Program Manager of Student Support Services

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Department of
Education

Dennis M. Walcott, Chancellor

Welcome!



Who is in the room?

Topics

- ❖ School Counseling Frameworks
- ❖ Danielson Framework for Teaching
- ❖ Aligning Frameworks:

What does “Good” Practice Look like
for Professional School Counselors?



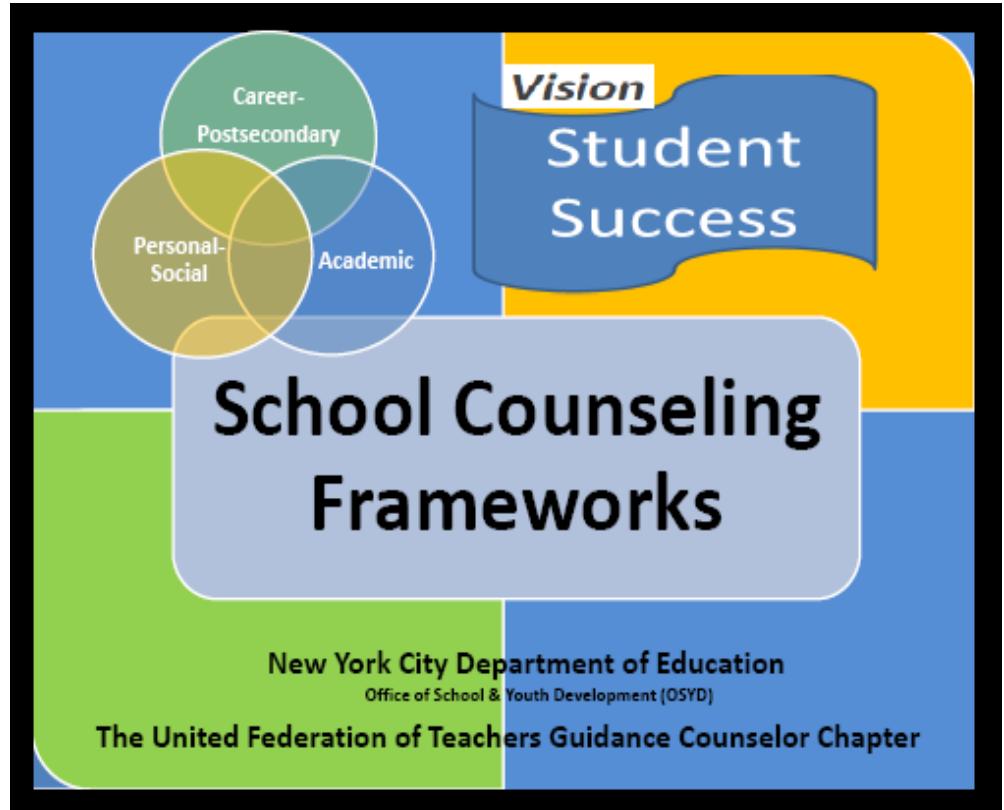
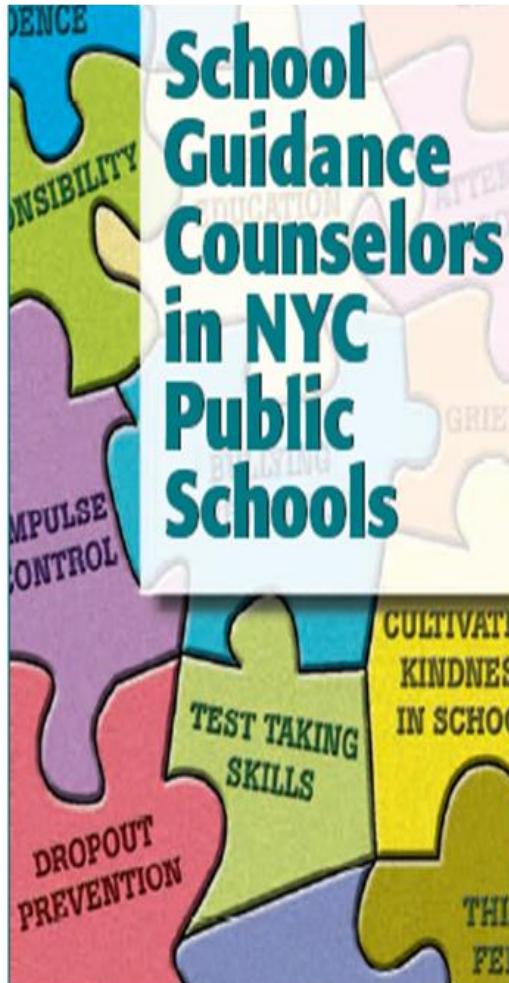
Activity

Leadership is...

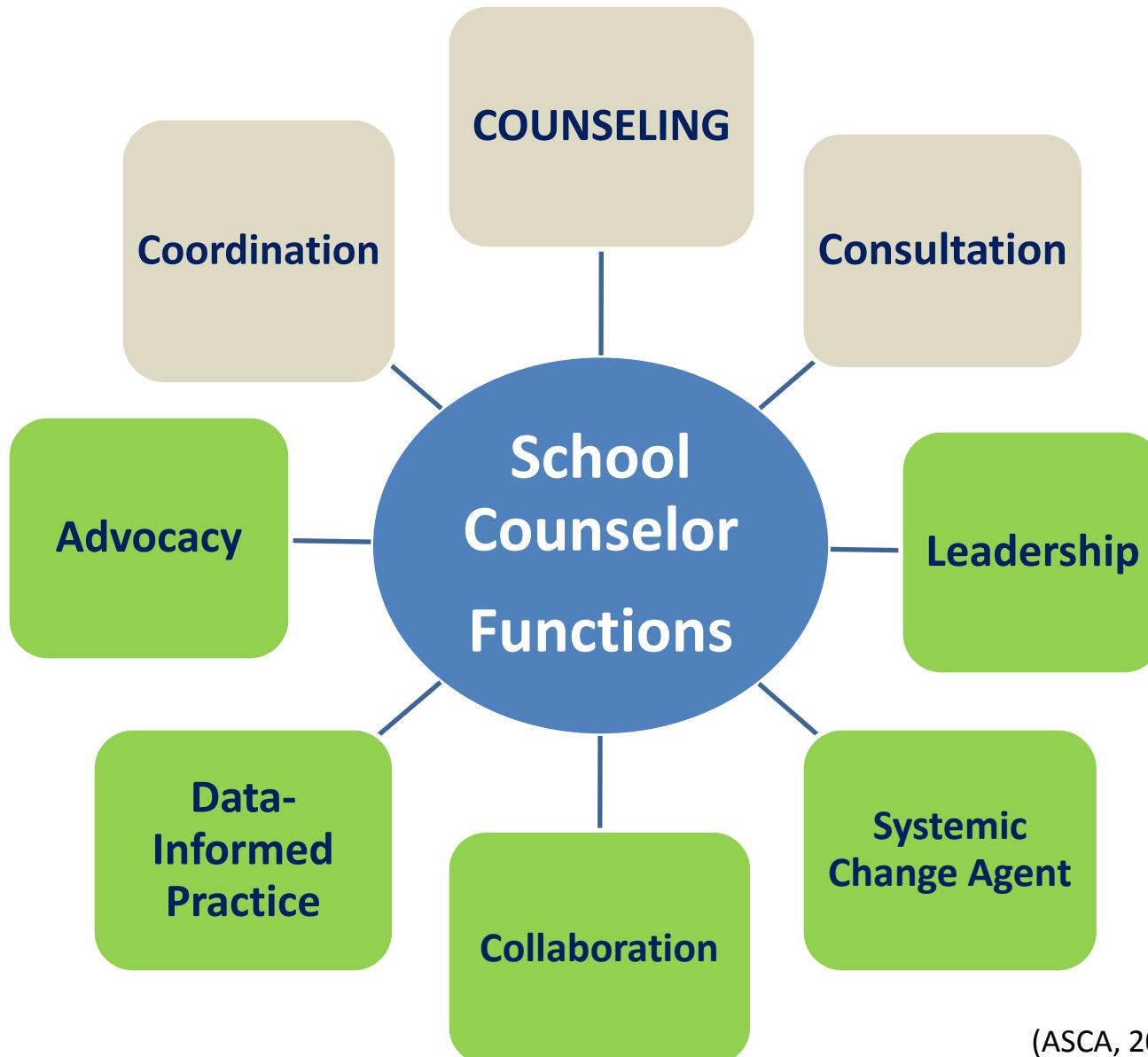


Suero-Duran (2010), A qualitative study on the self-characterized role of school counselors as leaders in urban schools.

Strengthening Understanding of the Role of School Counselors



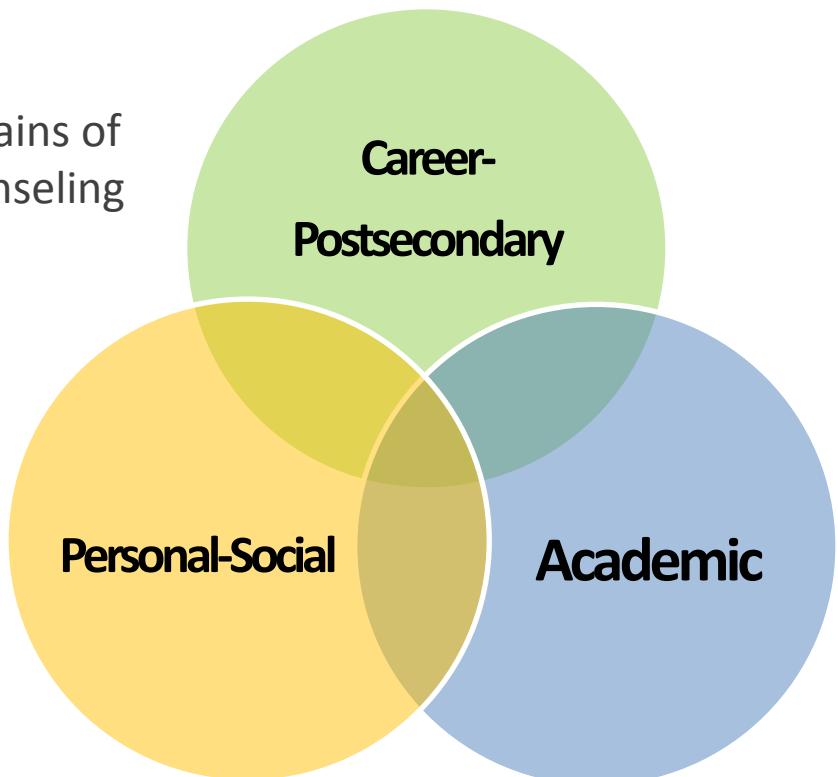
Contemporary School Counseling



Overview of the School Guidance Counselor Function

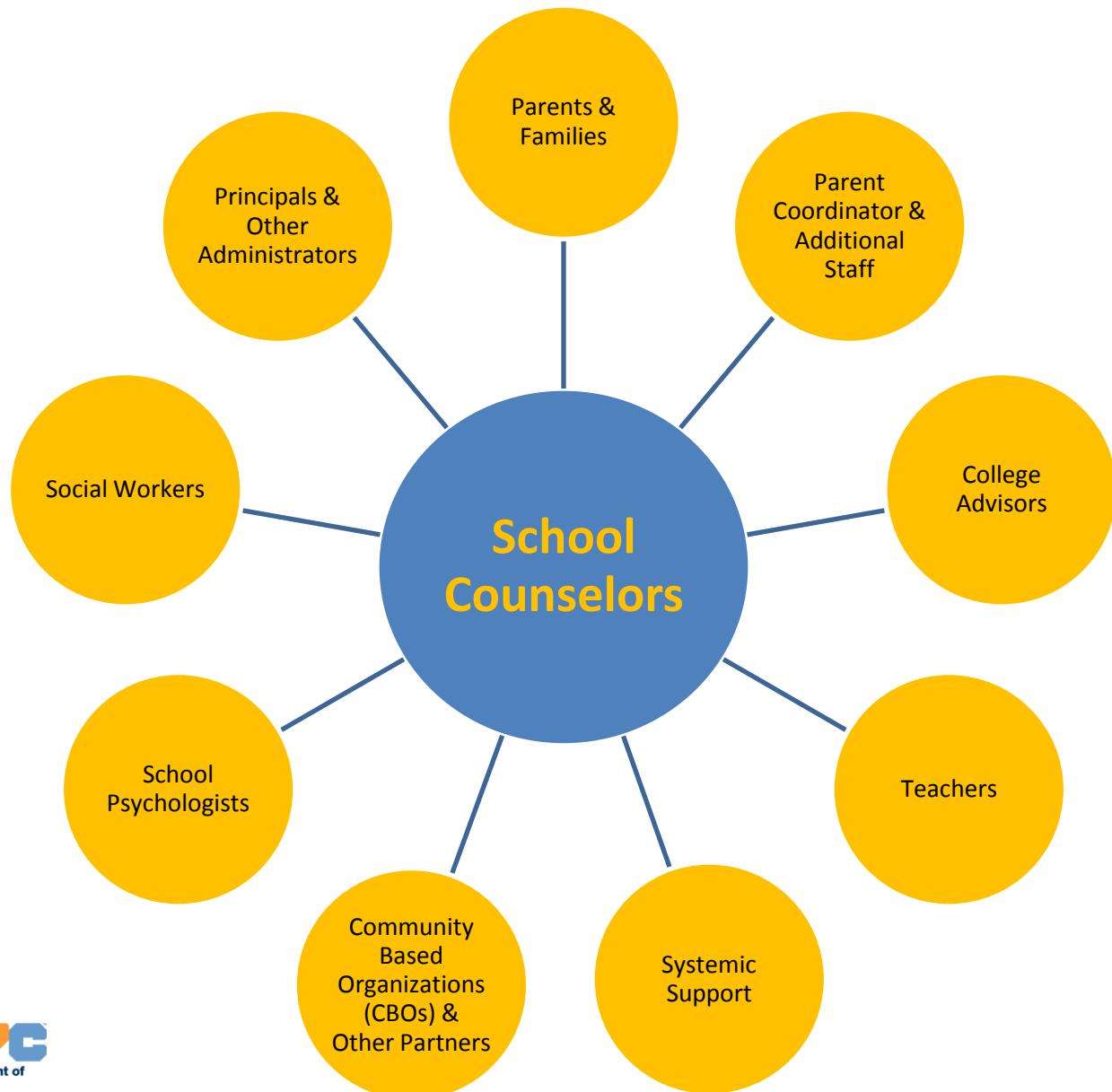
School Guidance Counselors, in collaboration with key educational stakeholders, develop comprehensive guidance programs for students in Pre-Kindergarten through High School graduation, impacting on students' academic achievement, personal-social development and preparedness for postsecondary success.

Three Domains of School Counseling



Vision
Student Success

School Counselors collaborate with multiple educational stakeholders

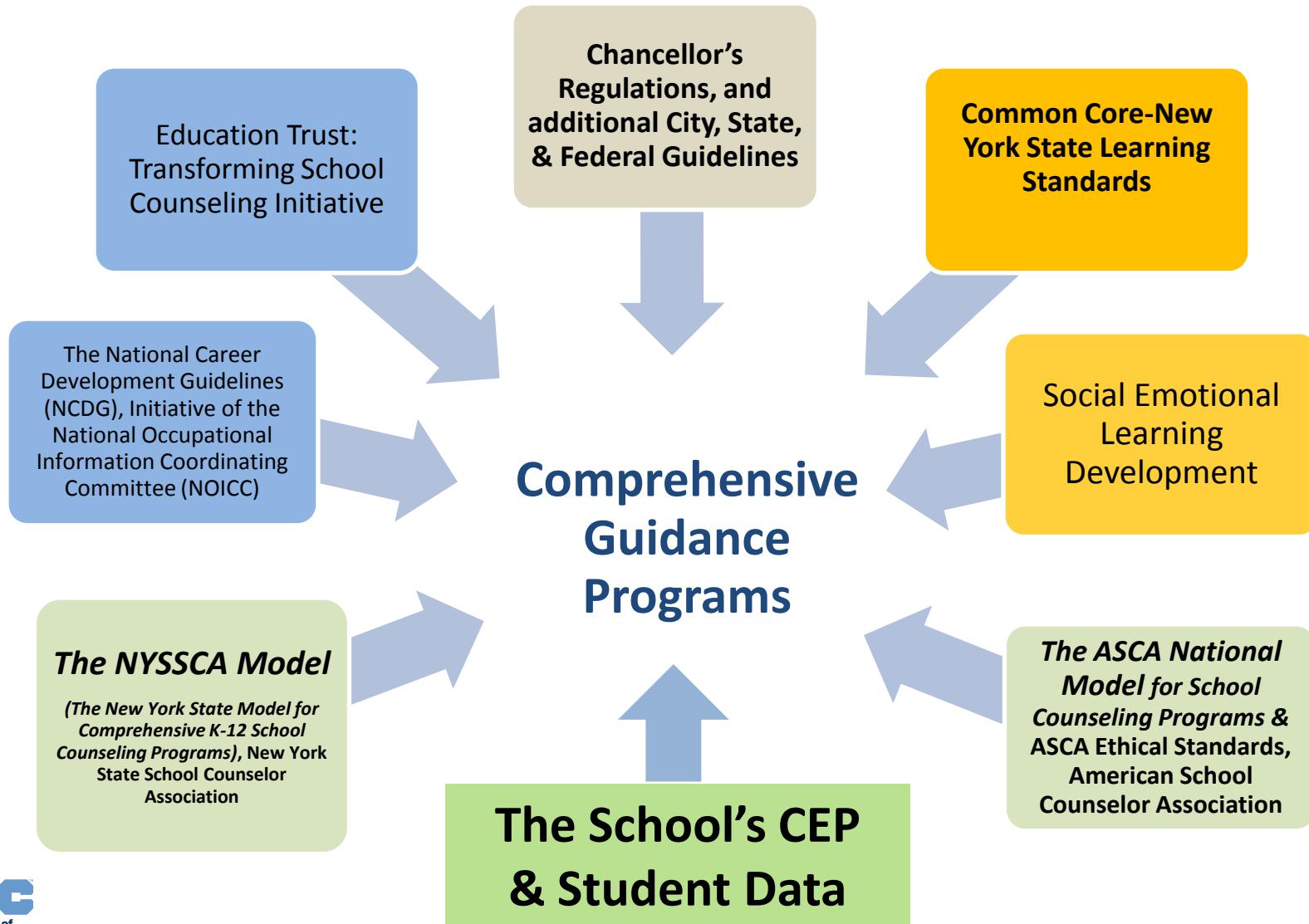


Vision
Student
Success

Characteristics of Effective Principal-Counselor Partnerships



Informing Comprehensive Counseling and Guidance Programs



DANIELSON FRAMEWORK FOR TEACHING



What we know...

DANIELSON FRAMEWORK FOR TEACHING

TEACHING

DOMAINS

1. PLANNING & PREPARATION

2. THE CLASSROOM ENVIRONMENT

3. INSTRUCTION

4. PROFESSIONAL RESPONSIBILITIES

Key Elements



- 1c. Setting Instructional Outcomes
- 1e. Designing Coherent Instruction
- 1F. Designing Student Assessments
- 2b. Establishing a Culture for Learning
- 2d. Managing Student Behavior
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessments in Instruction
- 4a. Reflecting on Teaching

DANIELSON FRAMEWORK FOR TEACHING

Providing a coherent
“architecture” for what “good”
practice looks like in the
teaching profession

Goals:

**Strengthen
Student work**

**Strengthen
teacher
practice**

Assumptions:

- Professional learning is essential to ensure improved student achievement
- Professional mastery is a career-long endeavor

Source: Charlotte Danielson PPT, *The Contribution of the Framework for Teaching to New York City's Instructional Vision*, Retrieved Sept 12, 2011 from New York City Department of Education Website: <http://schools.nyc.gov/default.htm>

DANIELSON FRAMEWORK

COMMON THEMES

- Equity
- Cultural sensitivity
- High expectations
- Developmental appropriateness
- Accommodating individual needs
- Appropriate use of technology
- Student assumption of responsibility



Source: Slide 9- Charlotte Danielson PPT, *The Contribution of the Framework for Teaching to New York City's Instructional Vision*, Retrieved Sept 12, 2011 from New York City Department of Education Website: <http://schools.nyc.gov/default.htm>

ALIGNING DANIELSON FRAMEWORK FOR SELF-REFLECTIVE PRACTICE

TEACHING

DOMAINS

1. PLANNING & PREPARATION

2. THE CLASSROOM ENVIRONMENT

3. INSTRUCTION

4. PROFESSIONAL RESPONSIBILITIES

SCHOOL COUNSELING

DOMAINS

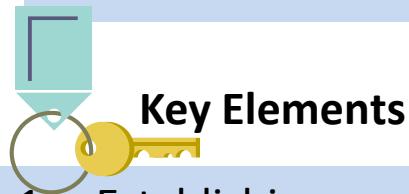
1. PLANNING & PREPARATION

2. THE ENVIRONMENT

3. DELIVERY OF SERVICE

4. PROFESSIONAL RESPONSIBILITIES

ALIGNING DANIELSON FRAMEWORK FOR SELF-REFLECTIVE PRACTICE



- 1c. Establishing goals for the counseling program appropriate to the setting and the students served
- 1e. Planning the counseling program, integrated with the regular school program
- 2a. Creating an environment of respect & rapport
- 2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school
- 3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs
- 3d. Brokering resources to meet needs
- 4d. Participating in a professional community
- 4f. Showing professionalism



SCHOOL COUNSELING DOMAINS

1. PLANNING & PREPARATION

2. THE ENVIRONMENT

3. DELIVERY OF SERVICE

4. PROFESSIONAL RESPONSIBILITIES



Academic

Standard A

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C

Students will understand the relationship of academics to the world of work and to life at home and in the community.

(ASCA, 2005)

Academic Planning

FUNDAMENTALS

- ✓ Supporting student success through study & test taking skills
- ✓ Contributing to improve student attendance
- ✓ Academic Intervention Services (AIS)
- ✓ Awareness and access to promotion & graduation requirements
- ✓ Increasing Graduation rates
- ✓ Using data informed practice to increase opportunities & promote achievement
- ✓ Supporting teachers & principals in their work with students

SAMPLE SCHOOL COUNSELING DELIVERABLES/ACTIVITIES

- Providing individual and small group counseling and classroom guidance
- Conducting ongoing review of student data
- Delivering class presentations
- Connecting students to in-house & after-school enrichment programs
- Facilitating parent workshops
- Participating in school based Pupil Personnel Committees (PPCs) & Academic Intervention Services (AIS) committees
- Developing ongoing collaboration with multiple stakeholders
- Processing referrals to outside agencies as needed
- Conducting ongoing outreach to parents
- Identifying & providing resources & materials to address academic needs
- Monitoring student progress
- Collaborating with teachers on student learning
- Facilitating articulation and transition between grade levels

Career-Postsecondary Planning

FUNDAMENTALS

- ✓ **Helping students explore post-secondary options including college & career choices**
- ✓ **Facilitating the college application process**
- ✓ **Connecting career goals to educational goals**
- ✓ **Assisting students to develop skills necessary to succeed in school, community and the world or work**
- ✓ **Engaging parents in educational and career planning for their children**
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- ✓ **Helping parents to navigate the school's roles in the educational process**

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SAMPLE SCHOOL COUNSELING DELIVERABLES/ACTIVITIES

- Providing individual & small group counseling and developmental classroom guidance on career-postsecondary planning
- Assisting students in the ongoing exploration of three main questions (NYS CDOS standards): Who am I? Where and I going? How will I get there?
- Promoting a community-wide college-going culture
- Assisting students with development of self awareness and college & career exploration (postsecondary options, college major decision-making, etc.)
- Using data and multiple instruments to enhance postsecondary planning processes (assisting students in identifying personal and career interests, etc.)
- Processing college recommendations
- Assisting students & families in understanding college application & FAFSA process
- Engaging multiple stakeholders in coordinating college fairs, college visits, career day/week, homecoming events ,etc.
- Collaborating with teachers in integration of service learning into the curriculum
- Strengthening articulation processes by engaging personnel from receiving & sending schools (co-facilitating presentation to students, etc.)
- Encouraging student participation in rigorous coursework & challenging programs
- Assisting students with development of academic and career portfolios
- Connecting students with multiple academic and postsecondary preparation resources (test-prep, electronic search engines , etc.)
- Coordinating college preparation advisories, mentorship and internship opportunities
- Conducting ongoing individual review of student progress & goals with student and parents
- Facilitating information sessions and follow-up parent workshops
- Ensuring multiple resources are available in appropriate languages
- Engaging parents in a wide range of programs (career-day; job shadowing, etc.)
- Assisting parents to interpret multiple data sources: report card, transcript, attendance records, career interest inventories, standardized test scores, etc.
- Consulting with multiple stakeholders on development of incentive programs to promote achievement & raise student aspirations

Personal-Social	<u>Personal-Social Development</u> FUNDAMENTALS	SAMPLE SCHOOL COUNSELING DELIVERABLES/ACTIVITIES
<p>Standard A Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</p> <p>Standard B Students will make decisions, set goals and take necessary action to achieve goals.</p> <p>Standard C Students will understand safety and survival skills.</p> <p>(ASCA, 2005)</p>	<ul style="list-style-type: none"> ✓ Promoting school success & readiness ✓ Positively impacting school climate ✓ Encouraging positive motivation, self esteem and raising student aspirations ✓ Assisting students with positive and productive decision making ✓ Encouraging development of positive interpersonal relationships ✓ Building resiliency ✓ Facilitating access to community resources ✓ Facilitating Articulation ✓ Transitioning processes- Grades & Levels 	<p>PROGRAMS</p> <ul style="list-style-type: none"> ➤ Peer Mediation ➤ Positive Behavior Intervention Systems (PBIS) ➤ Character Education ➤ Respect for All- Anti-Bullying ➤ Conflict Resolution ➤ Decision making training ➤ Life Space Crisis Intervention (LSCI) ➤ Cross-functional collaboration ➤ Career Day ➤ Advisories ➤ Mentoring ➤ Restorative Practices ➤ Social Skills building ➤ Target guidance lessons ➤ Individual & group counseling ➤ Thematic counseling groups <p>RESOURCES</p> <ul style="list-style-type: none"> ➤ Community Based Organizations (CBOs) ➤ Counseling activities ➤ Clubs ➤ Camps & summer opportunities ➤ After school programs ➤ Internships ➤ Community services ➤ Use of systemic data systems to inform practice ➤ Professional Associations

Resources

- American School Counseling Association (ASCA) website- <http://www.schoolcounselor.org/>
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- College Board, ASCA; & NASSP (2009). Finding a way: Practical examples of how an effective principal-counselor relationship can lead to success for all students. Retrieved from <http://professionals.collegeboard.com/profdownload/finding-a-way.pdf>
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- NYCDOE & UFT Guidance Chapter (2011). *School Counseling Frameworks*- Presentation Document. Retrieved August 29, 2011 from: <http://schools.nyc.gov/NR/rdonlyres/2712E808-BFE5-4EE5-A0FF-44E06C135527/0/SchoolCounselingFrameworks2011Feb42011.pdf>
- New York City Department of Education Website: <http://schools.nyc.gov/default.htm>
- Stone, C. & Dahir. (2011). *School counselor accountability: A measure of student success* (3rd ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.
- Suero-Duran, M. (2010). A qualitative study on the self-characterized role of experienced school counselors as leaders in urban schools. Published Dissertation.

Resources

**New York City Department of Education School Guidance
Counselors may access valuable resources and updates at the
Guidance Portal:**

<http://schools.nyc.gov/Teachers/guidance/default.htm>



Guidance Inquiries:

Please contact your school's Children First Network (CFN)
or email Guidance@schools.nyc.gov