



Aligning Danielson Framework with Tenets of the School Counseling Profession

Office of School & Youth Development

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Welcome!

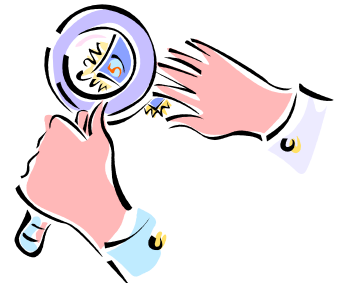


Who is in the room?

Topics

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

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

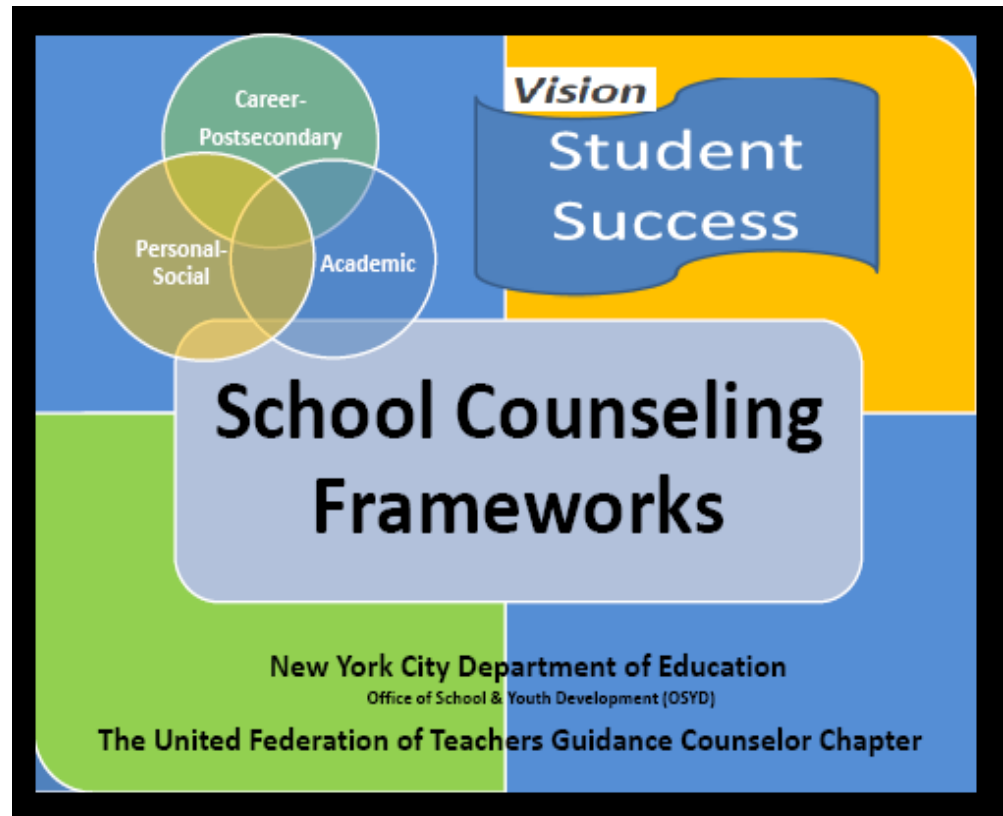
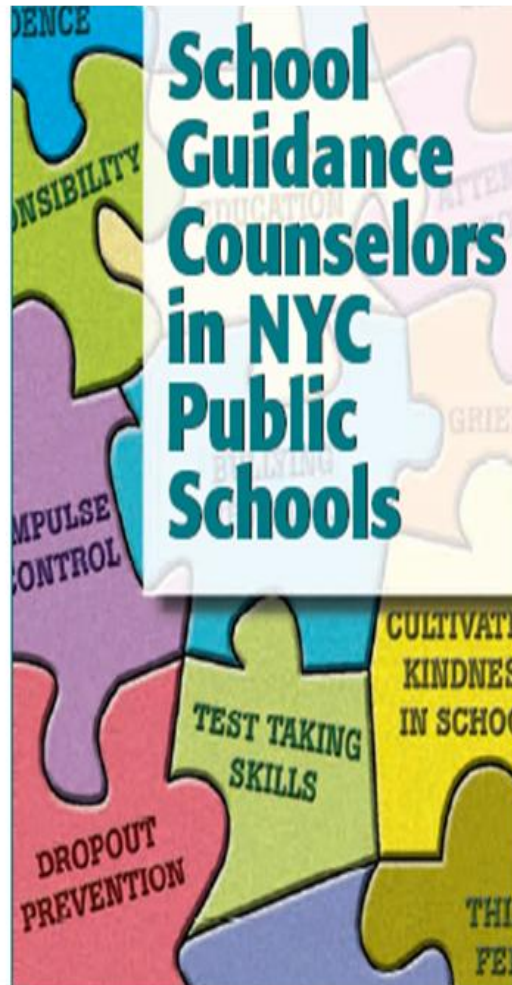


Activity

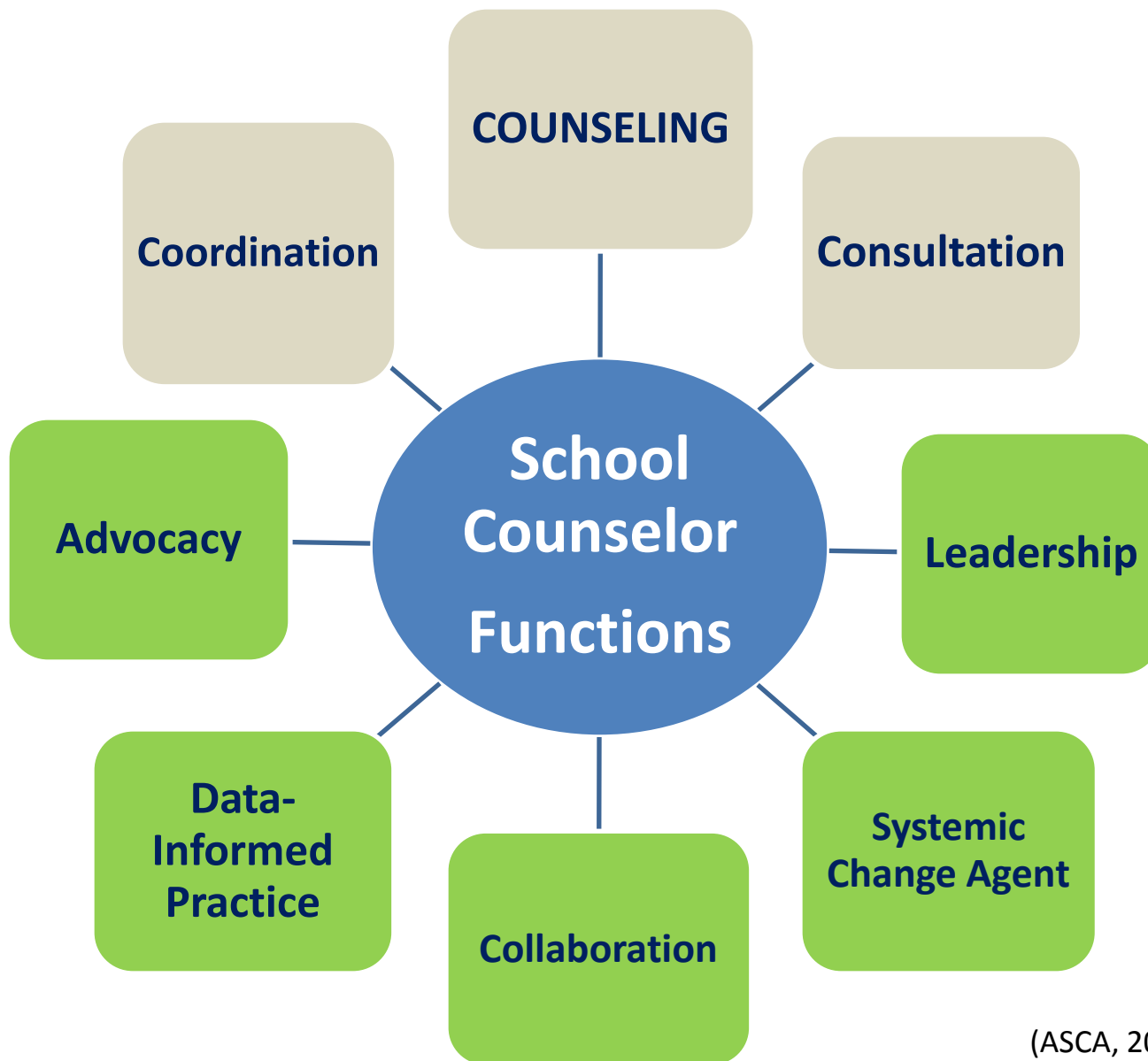
Leadership is...



Strengthening Understanding of the Role of School Counselors



Contemporary School Counseling

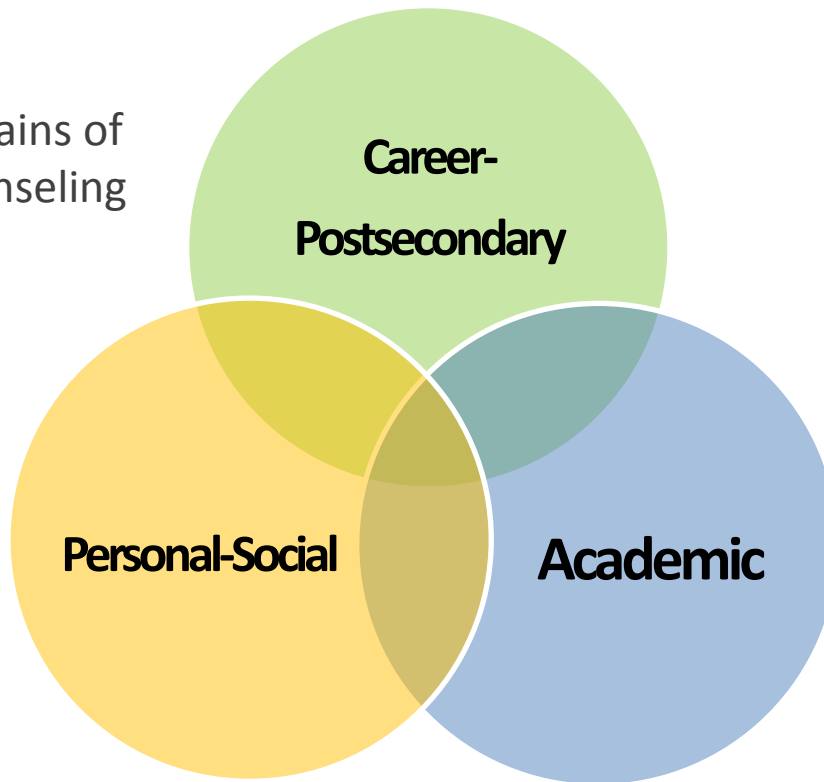


(ASCA, 2005; NYSSCA, 2005)

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

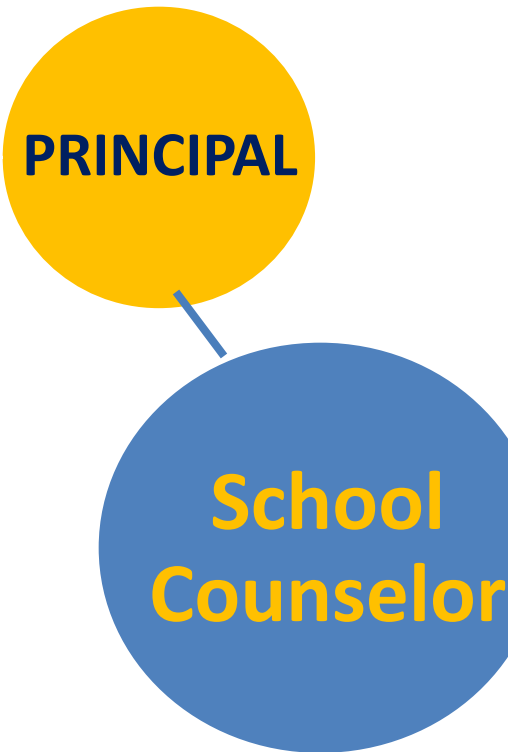
Characteristics of Effective Principal-Counselor Partnerships

COLLABORATION

COMMUNICATION

RESPECT

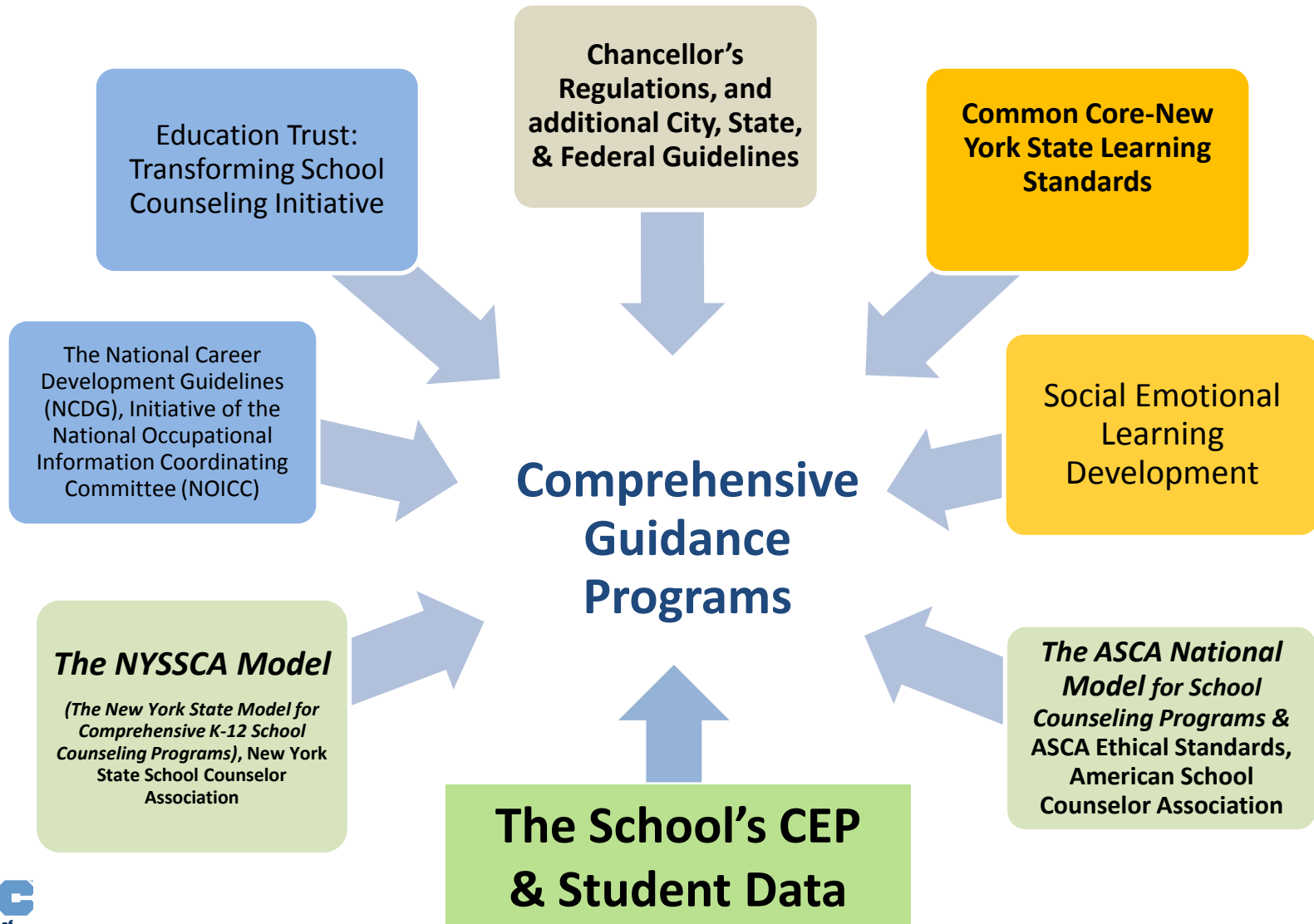
SHARED VISION



1. Mutual trust and respect between the principal and school counselors
2. Open communication with multiple opportunities for meaningful input
3. Opportunities to share ideas on school-wide educational initiatives
3. Sharing information about needs within the school and the community
4. School counselor participation on school leadership teams & committees
6. Joint commitment to equity, opportunity & development of achievement goals for all students
7. A shared vision of what is meant by student success

Vision
**Student
Success**

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

Assumptions:

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

Goals:

**Strengthen
Student work**

**Strengthen
teacher
practice**

DANIELSON FRAMEWORK

COMMON THEMES

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



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



Key Elements

- 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

Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

Standard B

Students will employ strategies to achieve future career success and satisfaction.

Standard C

Students will understand the relationship between personal qualities, education and training and the world of work.

(ASCA, 2005)

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**
- ✓ **Engaging parents in educational and career planning for their children**
- ✓ **Helping parents to navigate the school's roles in the educational process**

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

Standard A

Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B

Students will make decisions, set goals and take necessary action to achieve goals.

Standard C

Students will understand safety and survival skills.

(ASCA, 2005)

Personal-Social Development

FUNDAMENTALS

- ✓ 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

SAMPLE SCHOOL COUNSELING DELIVERABLES/ACTIVITIES

PROGRAMS

- 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

RESOURCES

- 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/>
- American School Counselor Association (ASCA). (2005). *The ASCA National Model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.
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- New York State School Counselor Association (NYSSCA). (2005). *The New York State Model for comprehensive K-12 school counseling programs*. Leicester, NY: Author.
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- NYCDOE & UFT Guidance Chapter (2011). *School Counseling Frameworks- Presentation Document*. Retrieved August 29, 2011 from: <http://schools.nyc.gov/NR/ronlyres/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