Presentation Outcomes

• Clear understanding of the district-wide Secondary Schools Counseling Program

• Knowledge of the framework that guides the Secondary Schools Counseling Program

• Clarification of work towards comparability
What did we set out to do?

To develop a shared framework for PAUSD School Counseling Program:

- Vision Statement
- Mission Statement
- Logic Model with short term, interim and long term outcomes
What Informed Our Work?

- District/Board Policy
- PAUSD 2013-2014 Strategic Plan & Refreshed Initiatives
- The American School Counselors Association’s (ASCA) National Standards and Framework
- PAUSD High School Program Review Report, Kelun Zhang
- Gunn Guidance Advisory Committee Final Report
- Paly High School’s Counseling Program Overview
- Board Reports for Paly and Gunn High Schools
- Review of Terman, Jordan & JLS Counseling Program by staff
- Feedback from Staff and Community
- Gunn High School Guidance Review Report
Logic Model Explanation & Benefits

• A graphical depiction of the logical relationships between the activities and outcomes of a program

• An agreement among stakeholders about what defines success

• A living document that provides a common language and point of reference

• A blueprint for learning & evaluation
Process & Timeline

Work group of counselors representing secondary schools met two full days over the summer to:

Develop a shared PAUSD Counseling Framework for the School Counseling Program:

• Vision Statement
• Mission Statement
• Logic Model
Process & Timeline

• Counselors and key administrators provided feedback on the Logic Model at an all day retreat on 9/13/13

• PAUSD Secondary Principals met to review work to date and provide feedback on 10/15/13

• A small team of counselors and administrators representing secondary schools created a final version of the Logic Model on 10/21/13
School Counseling Program–Vision

The PAUSD School Counseling Program strives to produce high achieving learners who graduate college and career ready, well prepared to meet the challenges and high expectations of a diverse and changing world. All students participate in quality opportunities for self-directed personal growth supported by the comprehensive school counseling program. The school counseling program facilitates strategic partnerships between the school, family and community to develop successful, life-long learners and productive citizens.
School Counseling Program—Mission

The School Counseling Program at PAUSD middle and high schools offers comprehensive planning and guidance services addressing student academic, diverse career and college goals, as well as personal and social development. We work to give ALL students the opportunities to acquire the educational and social competencies necessary for growth toward lifelong success and effective, responsible citizenships for a diverse and changing world. Our school counseling program seeks to positively impact the lives of ALL of our students by partnering with staff, parents and community.
# School Counseling Program – Logic Model

## ACTIVITIES

<table>
<thead>
<tr>
<th>Individual Student Planning</th>
<th>Responsive Services</th>
<th>System Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student contact (1-1 or group)</td>
<td>• Presentation of resources</td>
<td>• Climate work</td>
</tr>
<tr>
<td>• Academic Planning</td>
<td>• Referrals to services</td>
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<td>• Career interest inventory</td>
<td>• Liaison/case management</td>
<td>• Collaboration with key partners</td>
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<tr>
<td>• Career exposure activities</td>
<td>• Academic and/or social intervention</td>
<td>• Professional development</td>
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<td></td>
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<td>• Communication with parents</td>
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</tbody>
</table>

## REFRESHED INITIATIVES

- **Academic Excellence and Learning**
- **Personal Development and Support**

## OUTCOMES

### Short-Term

**Academic**
- Students are informed of and understand:
  - Course offerings
  - Graduation requirement
  - College admission requirements (including A-G)

**College/Career**
- The Counseling program has identified life skills priorities and trends
- Students have:
  - Knowledge of what resources exist
  - Access to support services
  - Identified a trusted adult on campus to connect to for support
  - A sense of safety

**Personal/Social**
- Students are:
  - Exposed to diverse post-secondary options

### Interim

**Students are/have:**
- An academic plan to meet graduation requirements
- Informed and guided to achieve A-G requirements for four year college eligibility
- Engaged learners, exploring areas of academic strengths and areas of growth

**Students have:**
- Identified interests, strengths and areas of growth for post-secondary options

**Students:**
- Have on-going access to support services
- Experience a caring school environment
- Develop life skills that promote well-being
- Have a sense of safety

### Long-Term (High School Graduation)

**Students will have:**
- Acquired and demonstrated competencies in academic achievement
- Gained competencies to be prepared to pursue post-secondary options
- Experienced a safe and caring school environment
- Been supported to confidently assess and pursue personal goals & choices
- Developed life skills to build independence and resiliency

**Students:**
- Have on-going access to support services
- Experience a caring school environment
- Develop life skills that promote well-being
- Have a sense of safety

**Students who demonstrate additional need(s) are provided with culturally responsive prevention and intervention services**
Logic Model Rational

School counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today’s diverse student population. School counselors do not work in isolation; rather they are integral to the total education program. The American School Counselors Association National Standards in the academic, career, and personal/social domains are the foundation for this work.
OUTCOMES

Academic

College/Career

Personal/Social
# ACTIVITIES

## Individual Student Planning
- Student contact (1-1 or group)
- Academic Planning
- Career interest inventory
- Career exposure activities

## Responsive Services
- Presentation of resources
- Referrals to services
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- Academic and/or social intervention

## System Support
- Climate work
- Modeling leadership
- Collaboration with key partners
- Professional development
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Initial Comparability of High School Activities

44 academic activities conducted by both high schools from 9-12 grade are shared.

• 1-1 student contact
• 4 year academic planning
• Check transcripts
• Review college/graduation requirements
• Parent nights
• Review team meetings to identify students who demonstrate needs for additional support
Initial Comparability of High School Activities

47 college/career activities conducted by both high schools from 9-12 grade are shared.

- College Fair
- Additional support for 1st generation and underrepresented college students
- Naviance Career Planning Activities
Initial Comparability of High School Activities

54 personal/social activities conducted by both high schools from 9-12 grade are the same.

- Not in Our Schools Week
- Anti-Bullying Harassment lesson
- Freshman Orientation Services
- 504 Evaluation
- Adolescent Counseling Services
- Student Attendance Review Board
- 3 Session Referral
Next Steps

- Evaluation of Framework and Tools – March 2014
- Continued sharing of ideas and best practices to increase comparability
- Support for students in class of 2016 to meet new graduation requirements
- Continued staff development for counselors
- Analysis of Strategic Plan Spring 2014 Survey results regarding counseling.
- Update on High School Counseling Programs – March 2014