
School Counselors as Partners in Improving Our High Schools
CollegeBoard Forum 2007

New York

Friday, October 26, 2007

3:45pm to 5:00pm

Erica Clark, Lead School Counselor, North Clayton High School, College Park, GA
Marc Genwright, Lead School Counselor, Forest Park High School, Forest Park, GA
Rachel McCoy, Lead School Counselor, Mundy's Mill High School, Jonesboro, GA
Ken Sanders, Coordinator for School Counseling Services, Jonesboro, GA

All are employed with Clayton County Public School System, Jonesboro Georgia

www.clayton.k12.ga.us

Clayton County Public School System

Jonesboro, GA (metro Atlanta)

www.clayton.k12.ga.us

- Dr. Gloria Duncan,
Interim Superintendent
 - Luvenia Jackson
Chief of Student Services, Policy, and Legislation
 - Moving on, going up, reaching goals....its all about results!!
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Session Description

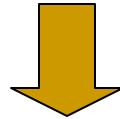
- High schools across the U.S. are undergoing reforms aimed at improving students' academic outcomes. School counselors play an integral role in this process. At this session, a panel of experienced counselors will examine the profession's responsibility for advancing the goals of the wider school community. Attendees will learn proven strategies for increasing AP® enrollment, promoting college readiness, expanding access to scholarships, and boosting high school graduation rates. Participants will be encouraged to share their experiences at their schools.
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Evolution of School Counseling

- Historically, school counselors have been seen as ancillary members (data clerks, hall monitors, substitutes, etc) of schools. However, today, school counselors must be integral members of the school community. Their duties and responsibilities must be tied to student learning (AP enrollment, college readiness, scholarships, and graduation rates).
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Student Success is Everyone's Goal

- District priority



- Building priority



- School counseling priority

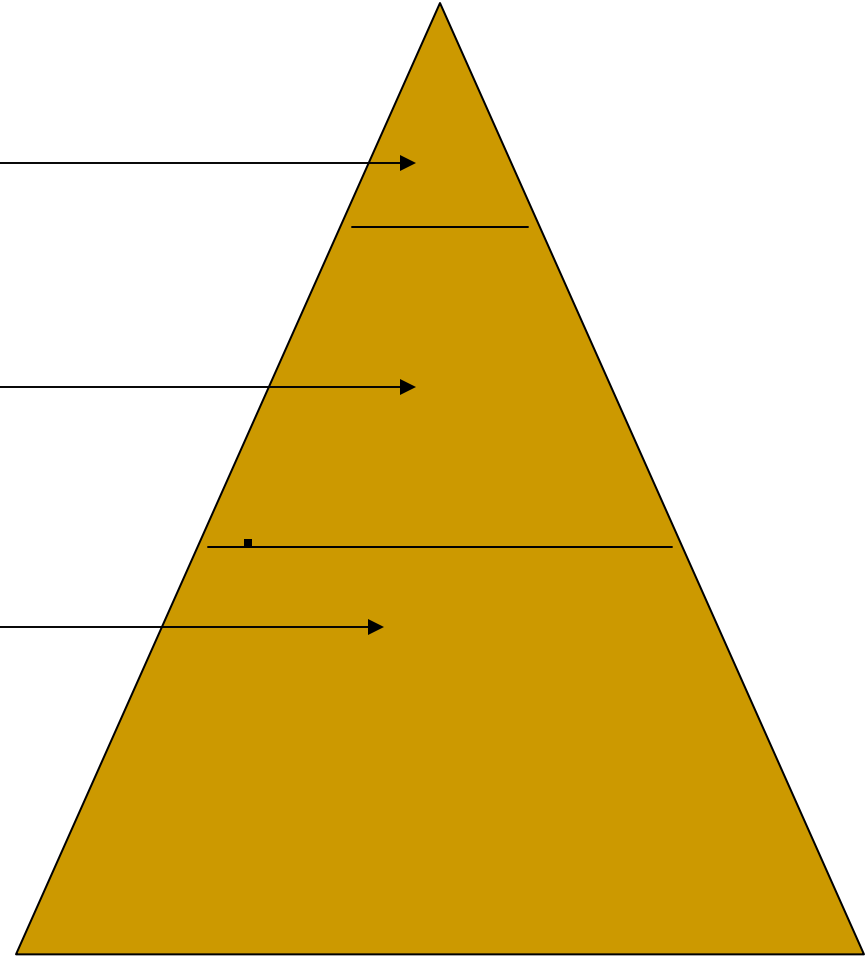


School Counselors' Steps Toward Partnering to Improve High Schools

- Move from focusing on individuals to focusing on the system
 - Collaborate with ALL stakeholders to address the common factors that affect student achievement
 - Unify the efforts
 - Use data to inform and evaluate efforts
 - Become a leader and an advocate
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Focusing on System Levels of Intervention

- Individual students —————→
- Small groups of students —————→
- Whole school —————→



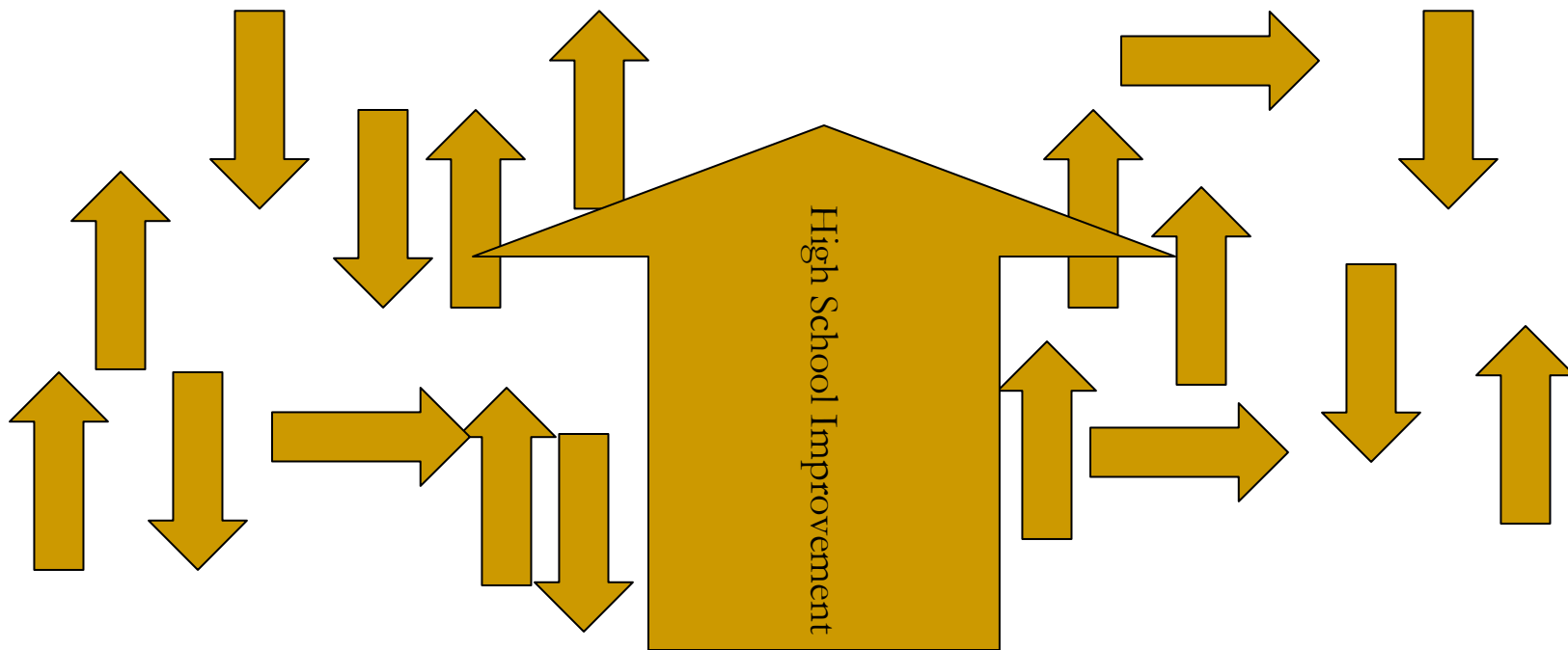
Five Features of Collaboration

- Voluntary
 - The parties come together on their own and must want to be part of the problem solving group
- Parity among all participants
 - All team members have equal decision making and value all opinions.
- Shared responsibility for decision making
 - The school, the family, and the community all share responsibilities for the issue/concern
- Mutual goals and a shared responsibility for outcomes
 - All stakeholders must agree on the desired goals. Everyone shares the success and the disappointments.
- Share resources
 - Resources are shared without dictating how the resources will be used.

Friend and Cook (1996)

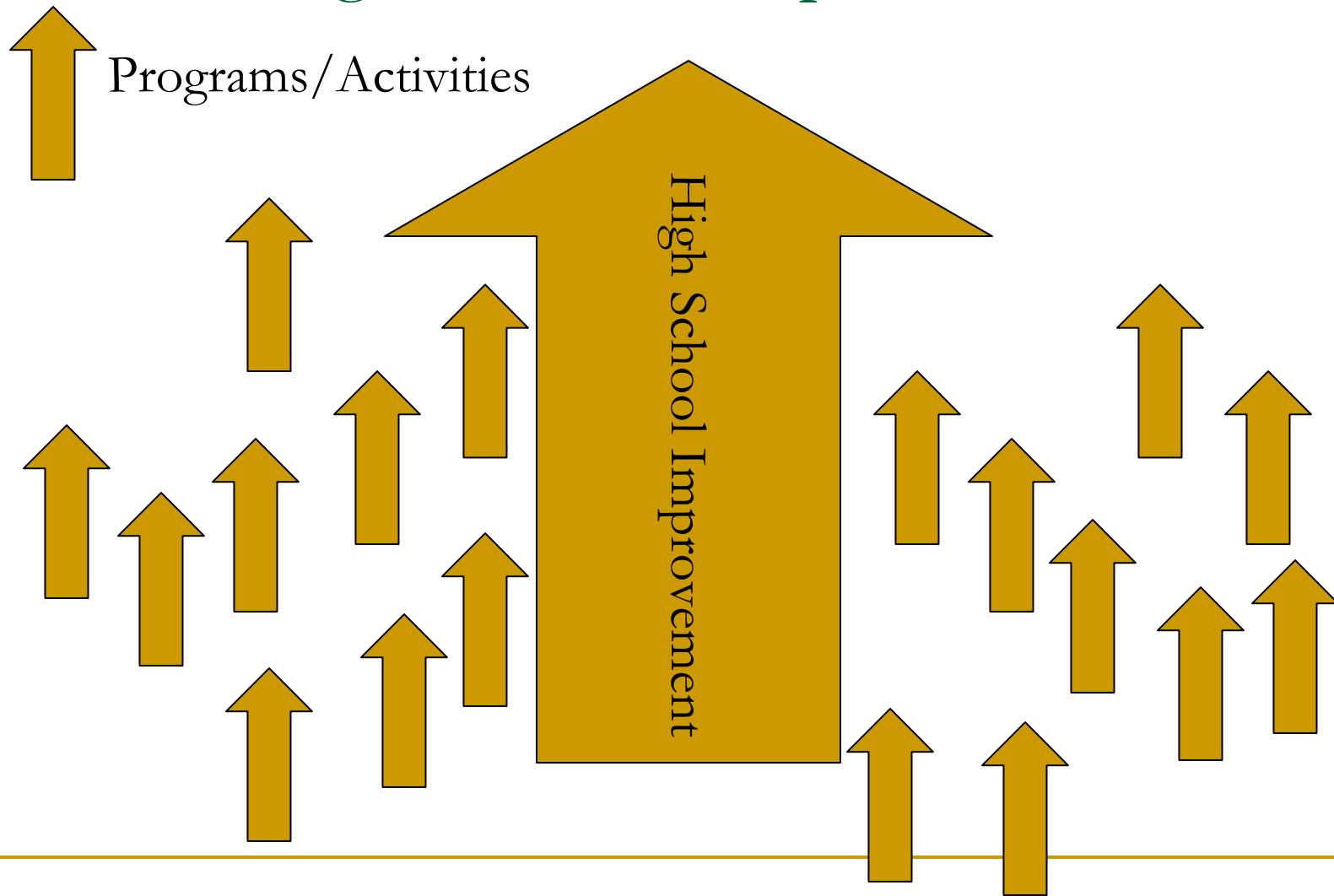
Random Acts of Improvement

↓ = Programs and activities



Unifying Efforts

Aligned acts of Improvement



Why Use Data?

- To create a sense of urgency
- To show where efforts should be aimed
- To determine the effectiveness of our time
- To evaluate
- To determine the barriers that are in place
- Finally, to answer the question:

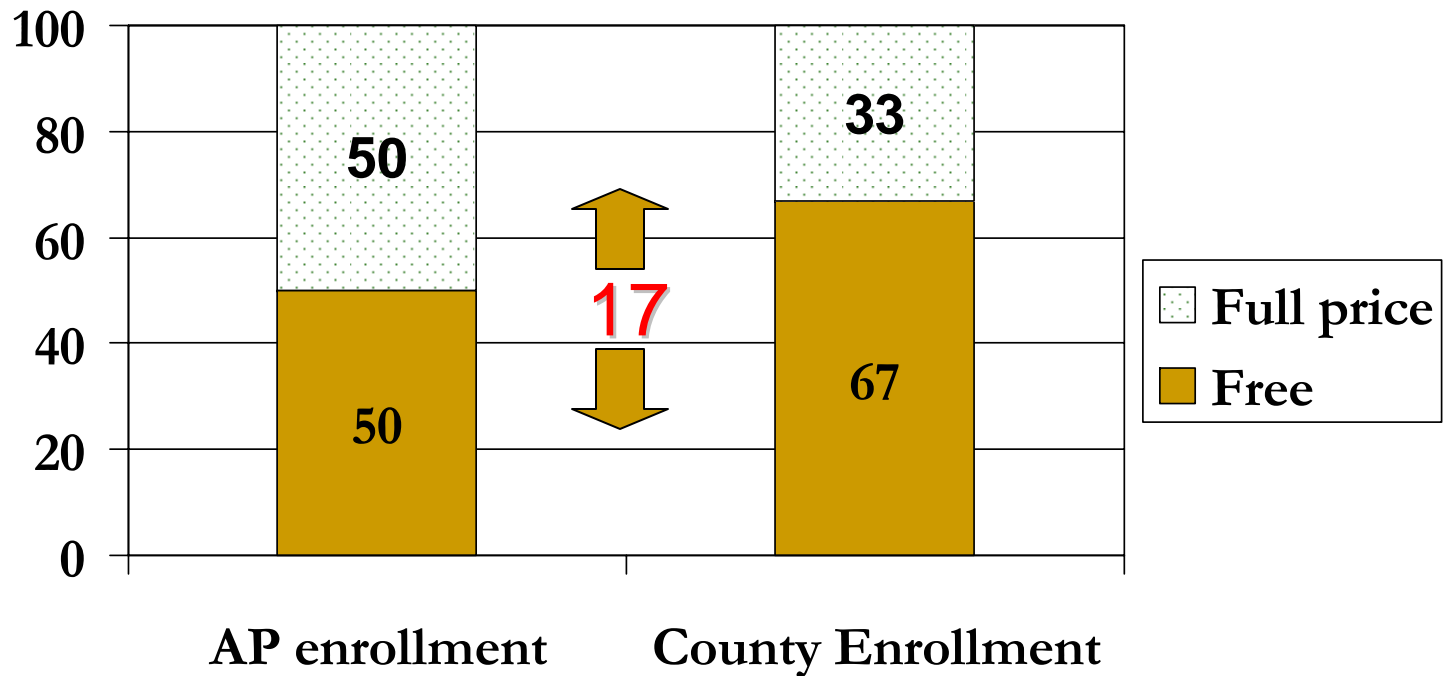
“Is there a better way?”

Types of Data to Use

- **School wide attendance data**
 - Who is not coming to school?
 - **AP enrollment data**
 - Who are enrolled in AP courses?
 - **Number of credits earned**
 - What groups of students are earning credits to be promoted?
 - **Number of failing grades**
 - What courses are students failing in mass?
 - **Scholarship total**
 - What types of scholarships are our students earning?
 - **Graduation Rates**
 - Who is graduating in 4 years?
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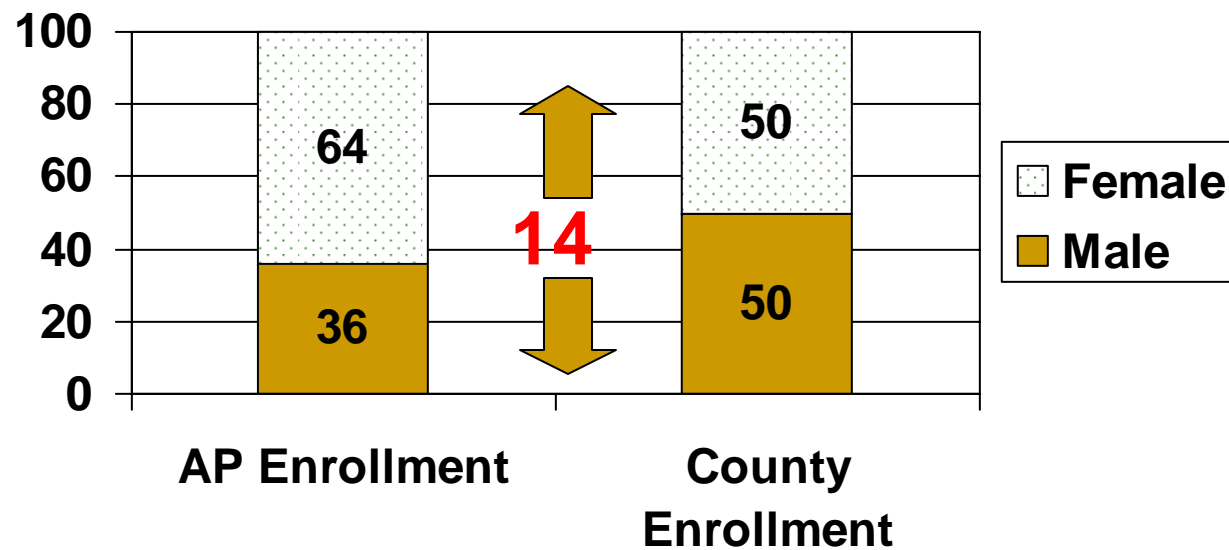
Data Can Tell a Story

AP enrollment based upon SES subgroup



Data Can Tell a Story

AP enrollment based upon gender



Leadership Contexts Relationship with School Counseling Program Development

- Symbolic leadership
 - Human resource leadership
 - Structural leadership
 - Political leadership
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Symbolic Leadership

- Is the process of creating a symbol or metaphor that will help others to see the school counseling department's vision. As a leader you will inspire others to not only see the same goal or vision, but to have that same drive that you have to achieve it. Leadership in this context, symbolic, will capture the essence of what you are trying to communicate and achieve. Remember that it is good to focus on growth, positive, strength, resiliency, and other positive aspects of student development.
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Human Resource Leadership

- As a leader you will inspire others. The people (human resource) will be an asset as you create and sell your school counseling program. This is important as you build consensus, which is important as you move toward a comprehensive school counseling program. School counselors are experts in communication and relationship building, both of which naturally lend themselves to interpersonal relationships. School counselors have the “people-skills” needed to inspire and empower others.
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Structural Leadership

- There are components of a comprehensive school counseling program that are vital to the success of the program. From the development to the implementation stage, school counselors must be able to put the structures in place that will support the student achievement.
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Political Leadership

- To be a leader in this context, school counselors must identify the formal and informal leaders in the school and in the school system. School counselors will link with community members and families who will support the comprehensive school counseling program. The school counselor will use the power of persuasion and negotiation to garner administrative and community support that is needed to implement the comprehensive school counseling program.
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Four Factors that Affect Student Achievement

- School factors
 - Social/community factors
 - Family factors
 - Individual factors
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Collaborating with Stakeholders to Address the Common Factors that Affect Student Achievement

School Factors

- Inappropriate early curricular experiences
- Absence of opportunities to develop appropriate work habits
- Absence of challenge in school
- Negative interactions with school officials

Family Factors

- Strained relations with family members
 - Inconsistent role models and value systems in the family
 - Minimal at home academic monitoring and guidance
 - Poverty and economic stress and strain
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Collaborating with Stakeholders to Address the Common Factors that Affect Student Achievement

Social/Community Factors

- Negative school and/or surrounding community environment
- Hostile environment
- Negative peer and social pressures/injustices
- Inappropriate coping strategies among community members

Individual Factors

- Behavior problems and disciplinary issues
 - Problems with unstructured time
 - Confused or unrealistic aspirations
 - Insufficient perseverance and low self-efficacy
 - Inappropriate coping strategies
 - Poor identity
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Random Acts Activity

- In small groups, list all the strategies that are currently being used to increase AP enrollment, college readiness, scholarship, and graduation rates.



How Well Are the Random Acts Working?

Random Act	Scale 1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Always				
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

AP Enrollment

The Old Way

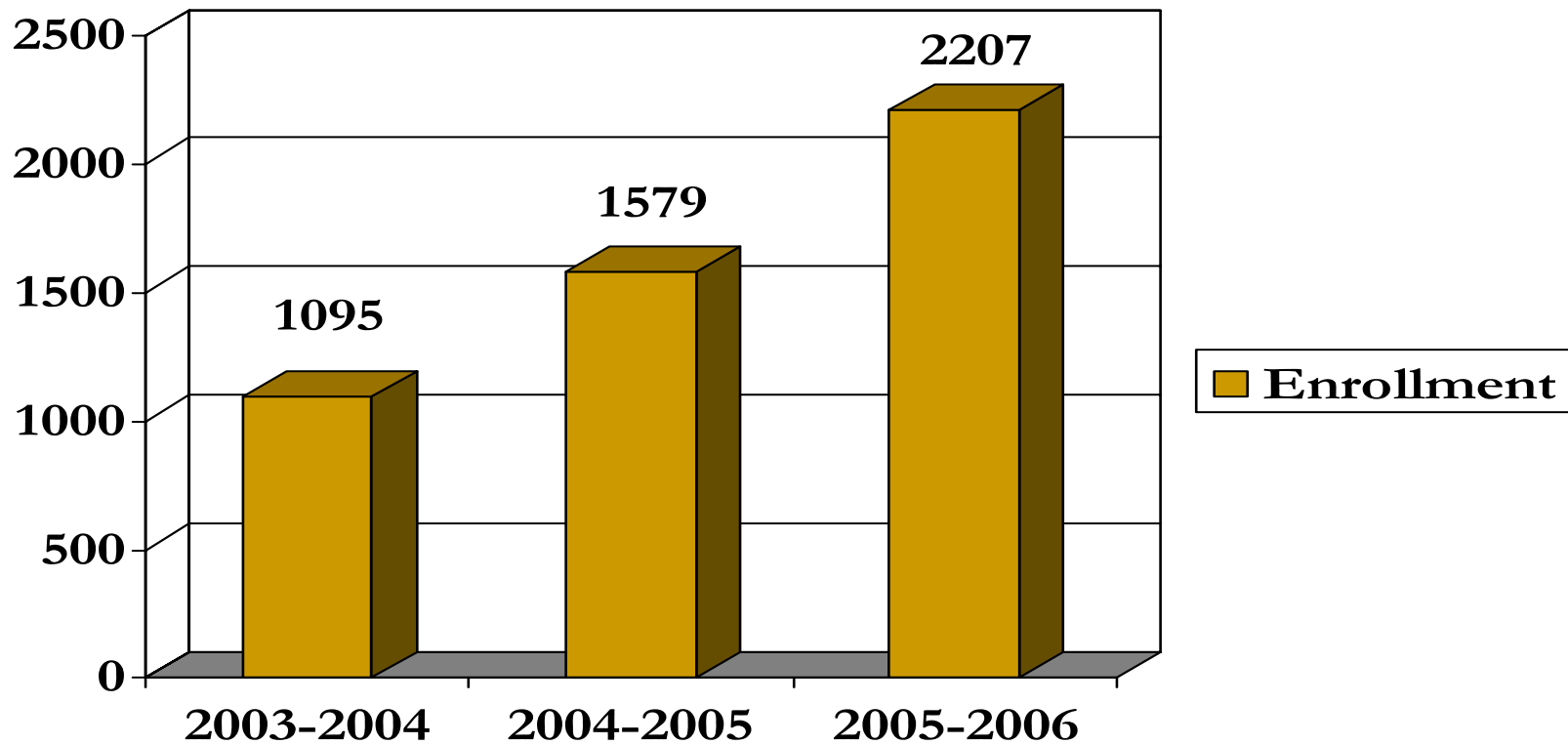
- Teacher recommendation
- Minimum grade average
- Required summer work
- Pre-requisite course work
- Limited AP course offerings
- AP course availability made known only to students currently enrolled in “advanced level” courses

vs.

The New Way

- Open Enrollment
 - AP Potential
 - Suggested summer work
 - Parent meetings
 - Expanded AP course offerings
 - AP course offerings listed on advisement forms for all students
 - Focus on the benefits of the exposure to AP courses
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County-Wide AP Enrollment 2003-2004 to 2005-2006



The Pathway to College

From Aspirations to College Enrollment

- Academic momentum
 - Understanding of how college plans develop
 - Clear mission statement
 - Comprehensive college services
 - Coordinated and systemic college support
- QUESTION
 - In a high school setting, what are some of the barriers that inhibit the educational process for students?
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Academic Momentum

- Encourage students to seek enrollment in rigorous coursework
 - Promote Dual Enrollment and AP classes for college credit
 - Offer additional academic support
 - Build relationships with colleges and universities
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Developing College Plans

- Plans begins with aspirations
 - There must be an expectation that all students will attend college
 - Once the expectation is set, make sure students take college preparatory courses, take required exams, and explore college options.
 - Ensure students eligibility to apply and enroll in a college that is best suited for them.
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Clear Mission Statement

- Foundation should be based on the school's expectations for its students
 - Promote college expectations, goals, benchmarks, and an action plan
 - ALL stakeholders should have input
 - The mission statement should be very clear for ALL to communicate its meaning
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Comprehensive Services

■ Guidance

- Encourage students to apply to college and provide individual support for students when applying to college
- Guide students through the financial aid process

■ Academic Preparation

- Most vital component

■ Information and Resources

- Disseminate information (deadlines, applications, financial aid, fee waivers, college requirements, etc.)
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What is Academic Preparation?

“Preparation” generally refers to completing a substantial number of rigorous courses during the high school years. For example, high school students should complete at least Algebra II, and they should have experience in science courses with laboratory requirements. Academic preparation, however, is not limited to enrollment in classes. Rather, it points to the development of skill levels that will prepare students for college level work.

(Tierney, Colyar, & Corwin, 2003)

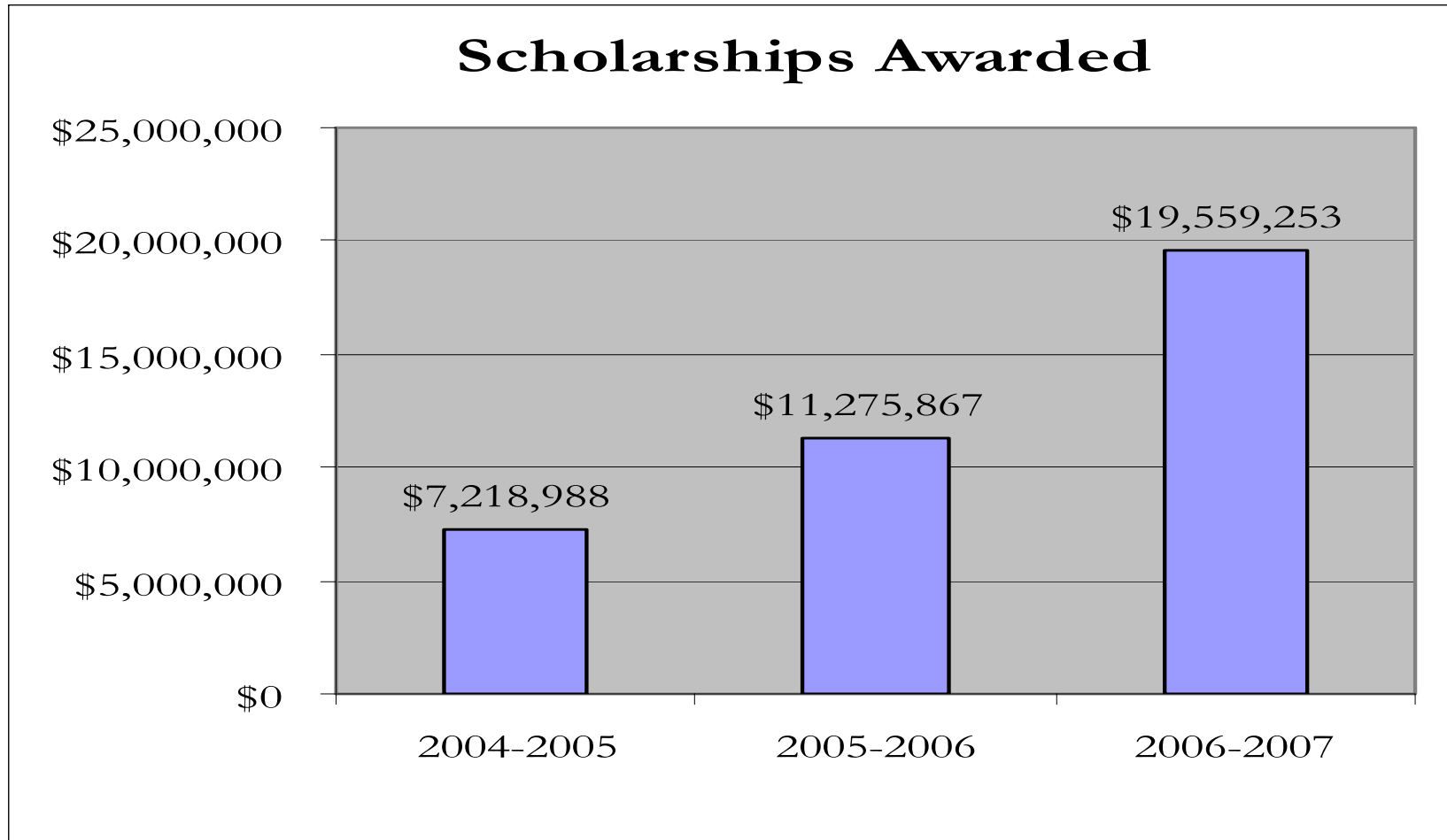
Coordinated and Systemic College Support

- Everyone in the school community should be actively involved in helping students develop and realize their college goals
 - Unified school activities produces better results than individual school activities
 - Develop partnerships with postsecondary institutions
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Six Strategies for Strengthening A College Culture

- Create a clear vision for your school's college culture by involving ALL stakeholders
 - Reinforce college messages
 - Communicate goals and whole school activities
 - Create and support rigorous course offerings
 - Provide quality school counseling
 - Promote relationships with colleges/universities
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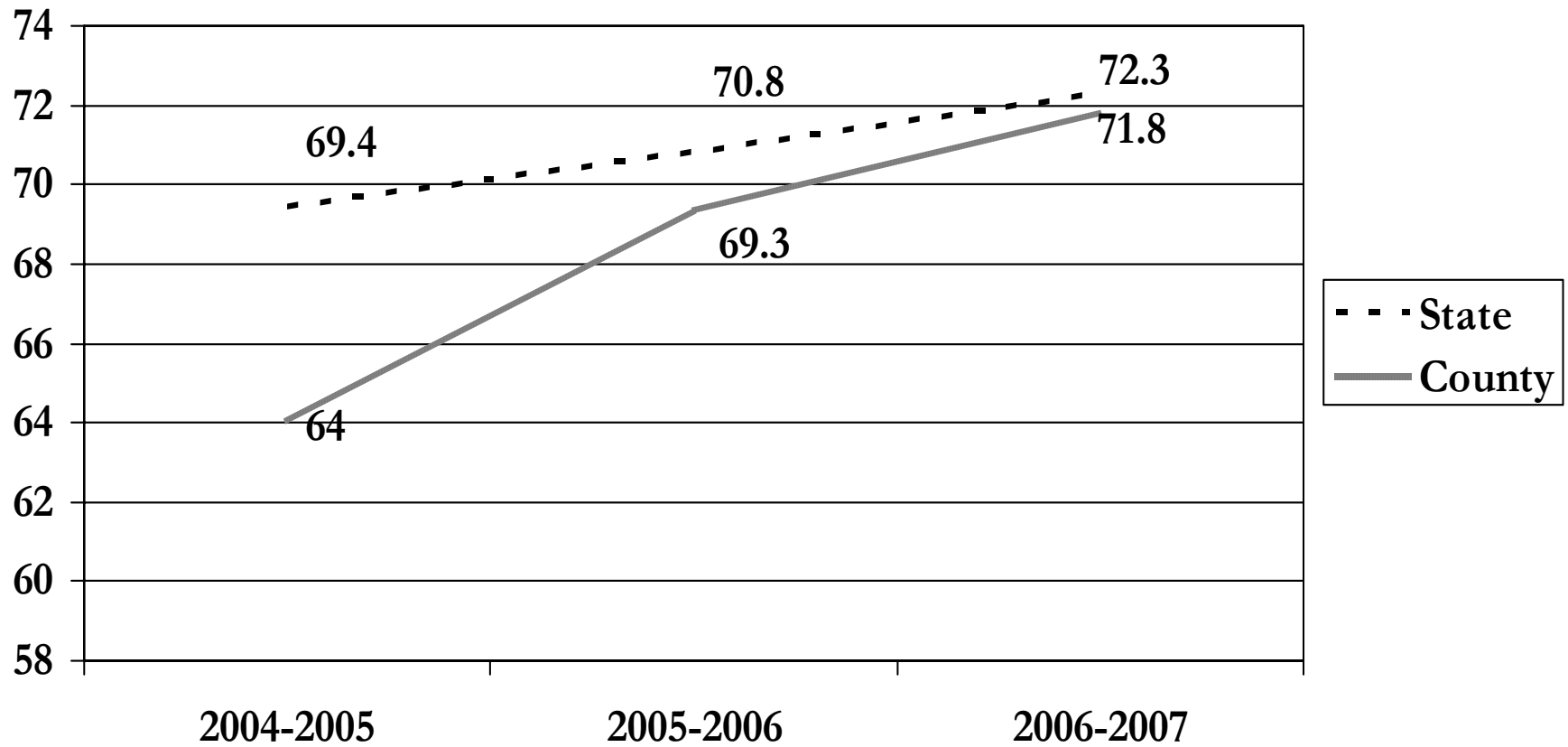
County Wide Scholarship Offerings 2004-2005 to 2006-2007



Scholarship Data Elements

- Student name
 - Race/ethnicity
 - Gender
 - Athletic or academic scholarship
 - Colleges that offered the scholarship
 - One year or renewable status
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Graduation Rates 2004-2005 to 2006-2007



Helping High Schools to Improve

When working with students

- Actively work to reach ALL students
 - Show students need more
 - Find ways to recognize and highlight student strengths
 - Teach students how to teach themselves
 - Teach students how to navigate bureaucracies
 - Behave as if you expect all students to achieve at high levels.
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Helping High Schools to Improve

When working with school personnel

- Use data to dispel the myths
 - Work with school personnel in group settings
 - Challenge the existence of low level/unchallenging courses
 - Show the process of your work – be transparent
 - Engage in common professional development that is designed to promote high standards for all
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Helping High Schools to Improve When working with community

- Find out what they need
 - Design programs/services to meet the needs
 - After activities at times that are convenient for community – multiple time slots
 - Give community advance notice – plan the year's activities by the first month of school
 - Actively engage parents in the college going process
 - School counselors need to use multiple strategies (e.g. telephone calls, frequent notes, and family events) to encourage family involvement
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My School Counseling Program: A Formative Discussion

Instructions

- Pick a partner and complete Part I and II with one person reporting on his or her program and the other asking questions (Get as detailed as possible). For each part, switch roles.
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Part I

- Take a few minutes to think about the different ways you are helping increase the number of students who take the PSAT/SAT, and think about how you have helped improved students' scores on the PSAT/SAT. Pick the aspect of your program that you feel most proud of, and describe it detail.
 - Describe the intervention and/or program. What services are delivered? Who delivered them? Who was targeted for the services? What data are used to determine the efficacy of these interventions and/or programs?
 - What do school decision-makers need to know or be convinced about the impact of your intervention? What evidence would they find convincing? What do you need to do to better articulate your effectiveness to these decision-makers?
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Part II

- Take a few minutes to think about the different things that you are doing that are having little or no impact on students' PSAT/SAT participation and scores (Keep the focus on you!).
 - Describe how you know that this activity is not effective or worthwhile.
 - If this activity were to magically disappear, what would you do with the additional time?
 - What do school decision-makers need to know or be convinced to discontinue this activity? What information would they find convincing? How do you need to present this information to these decision-makers so they will accept your suggestions?
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Strategies

- High school students should explore career goals starting in 9th grade
 - Provide accurate information on colleges and careers
 - Provide 9th graders with college costs and the various avenues to pay for college
 - Remember—when you educate the parent, you educate the child
 - Provide guided discussions for parents and students so they can talk about college planning
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Strategies

- Provide reliable web sites and resources for parents
 - During career activities, make certain to provide nontraditional career models
 - Involve first generation college students with leadership positions in clubs, sports, etc
 - Help students build rapport with teachers
 - “Little known/high impact” school system policies should be taught to parents and students
 - Highlight curriculum and hidden course pre-requisites
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Strategies

- Develop course flow charts and include the diploma options listed with each
 - During course advisement sessions, conduct them with students and parents in small groups (approx 20 people)
 - Make certain that students are enrolled in courses needed for graduation
 - Scholarship listings should be updated frequently and copies for everyone should be given
 - Collaborate with the English teachers to assist students with College Essays and Scholarship Essays
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Strategies

- Develop one course advisement form listing all courses
 - Place in writing, as much as possible, all information related to admission testing, course selection process, important dates, etc
 - Develop simple charts/graphs that show course enrollment, scholarships, and graduation rates
 - Create scholarship charts that show the total amount earned
 - Create college admission maps that shows the colleges where students have been accepted
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Special Thanks to Our High School Principals

- Assistant Superintendent for High Schools
 - Mr. Derrick C. Manning

 - Mundy's Mill High School
 - Ms. Priscilla Adams, Principal

 - Forest Park High School
 - Mr. Melvin Blocker, Principal

 - North Clayton High School
 - Dr. Ray Hill, Principal
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