



**COMPASS**  
CHARTER SCHOOLS



**Counseling Services  
Department  
2019/2020**

**(855) 937- 4227**

**CompassCharters.org**

**COMPASS**  
CHARTER SCHOOLS



# Agenda

- **Meet the Team**
- **Compass School Counseling Program**
  - Define
  - Manage
  - Deliver
  - Assess



Mrs. Ayala Counselor  
(A-F)



Ms. Olson  
College Career Readiness Counselor



Mr. Samples  
Counselor (G-L)



Mrs. Schwartzberg,  
Counselor (M-R)



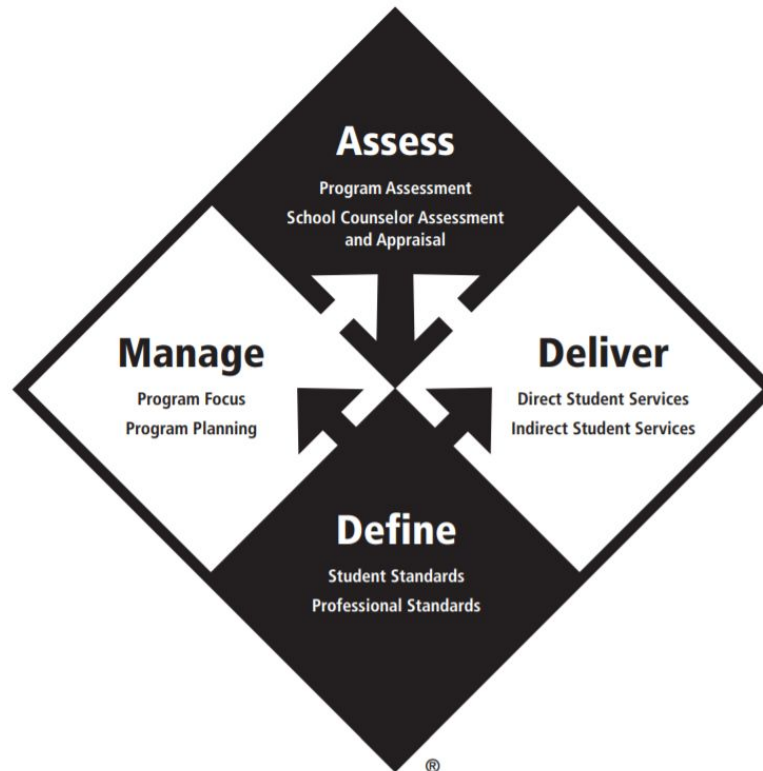
Mrs. Stephan Director  
Counseling Services



Ms. Bateman  
Counselor (S-Z)

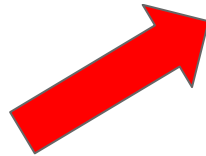
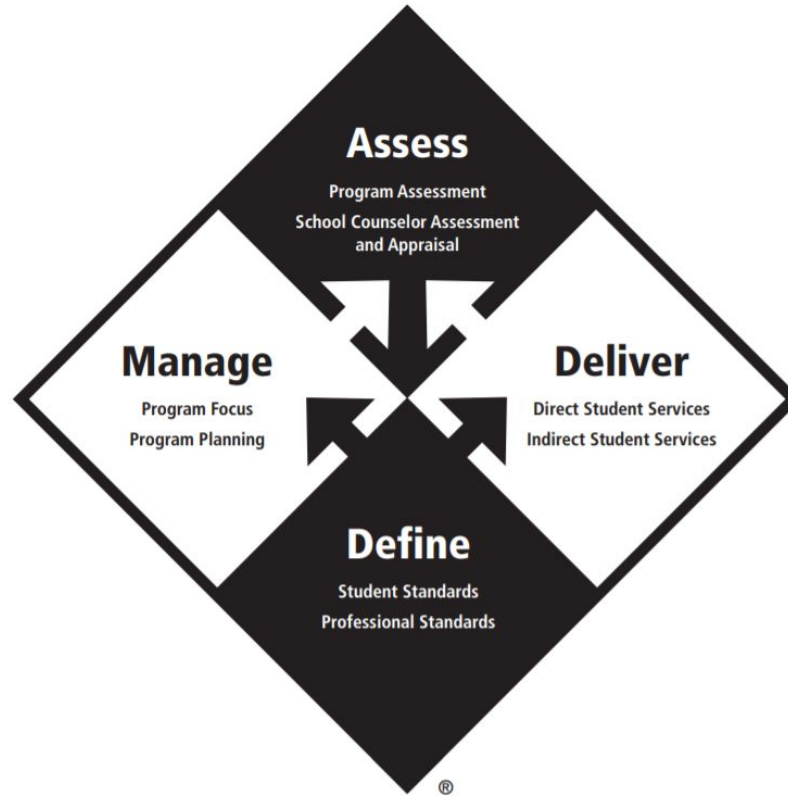


# The Compass School Counseling Program





# DEFINE





# SCHOOL COUNSELING STANDARDS

## The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

### Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M.1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M.2. Self-confidence in ability to succeed
- M.3. Sense of belonging in the school environment
- M.4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M.5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M.6. Positive attitude toward work and learning

### Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	



## ASCA Ethical Standards for School Counselors

(Adopted 1984, revised 1992, 1998, 2004 and 2010, 2016)

### Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address pre-K-12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religion/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

### PURPOSE

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all school counseling, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling profession.

### A. RESPONSIBILITY TO STUDENTS

#### A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- c. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success.
- d. Acknowledge the vital role of parents/guardians and families.
- e. Are concerned with students' academic, career and social/emotional needs and encourage each student's maximum development.
- f. Respect students' and families' values, beliefs, sexual orientation, gender identity/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.



## ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K-12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

### School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

### School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

### School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program.

### Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a comprehensive school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

**Mindsets:** The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behavior a school counselor demonstrates as a result of the implementation of a comprehensive school counseling program. Therefore, the mindset standards do not have correlating competencies.

**Behaviors:** The behavior standards include essential behaviors school counselors demonstrate through the implementation of a comprehensive school counseling program including:

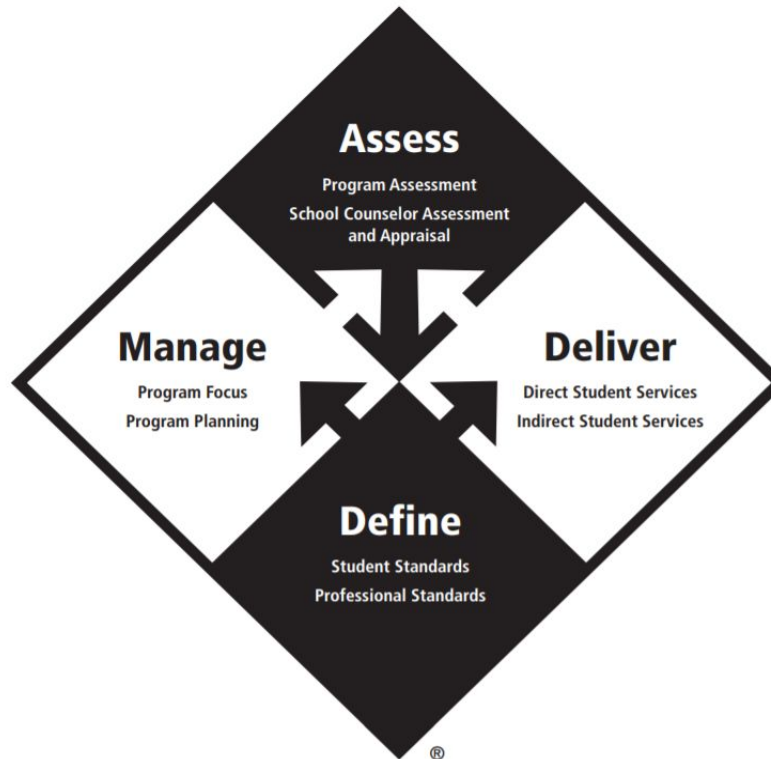
1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment – activities necessary for the design, implementation and assessment of the comprehensive school counseling program

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a comprehensive school counseling program.

The mindsets and behavior standards are found in the following chart, and the behavior competencies are listed afterwards.



# MANAGE





# PROGRAM FOCUS

## Mission

The mission of the Compass Charter Schools Counseling Department is to provide a comprehensive school counseling program that will empower all scholars to reach their fullest potential through advocacy and to promote success through a focus on academic, social/emotional and career development, one scholar at a time.

## Vision

We are committed to proactive collaboration with scholars to provide equitable school counseling services that promote academic success, personal growth and career exploration in a virtual learning environment.

## Beliefs

We believe in Opportunity for Every Scholar.

We believe that scholars have a right to a credentialed school counselor who will participate in a comprehensive school counseling program designed to address academic, social/emotional and college/career needs.

We believe that learning requires the active participation, mutual respect, and individual accountability of scholars, learning coaches, faculty, administration and community stakeholders.

We believe that to be an effective school counseling program we must adhere to the American School Counselor Association (ASCA) ethical guidelines and standards.





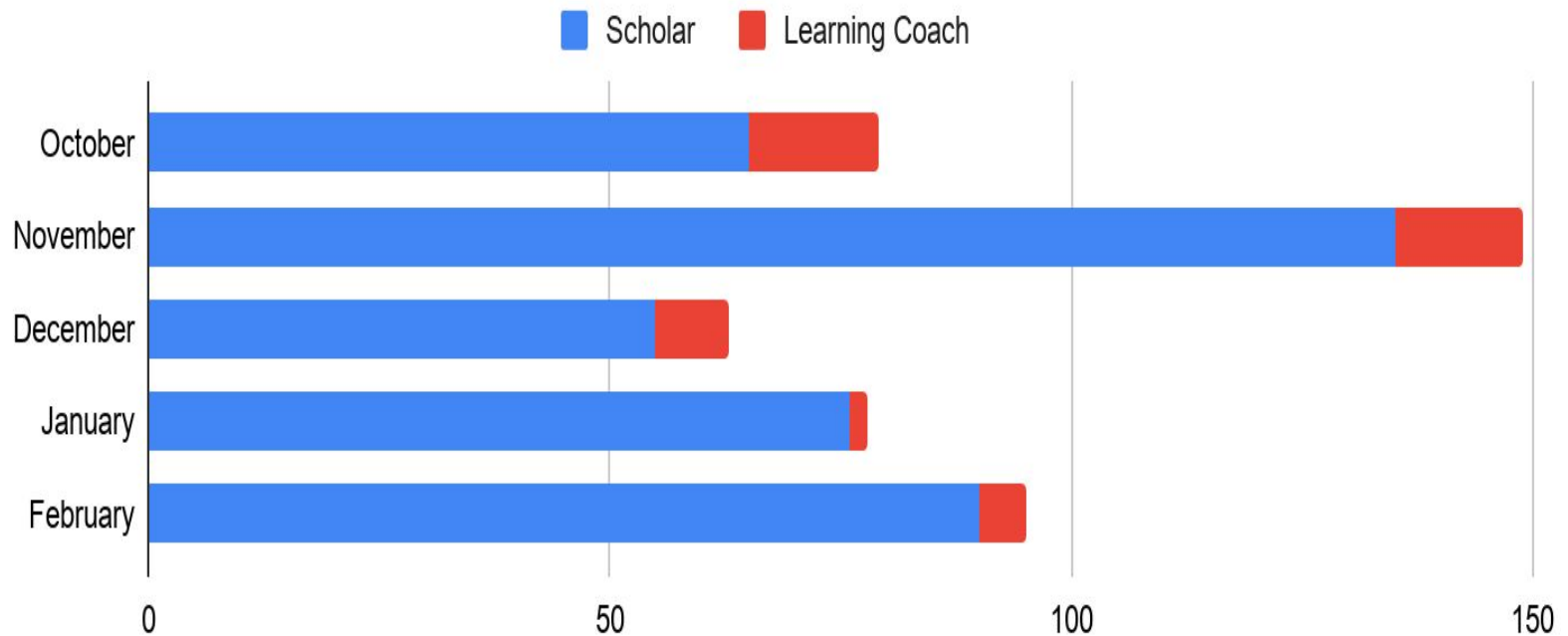
# Program Planning

- Data
  - Participation Data
  - Outcome Data
- Counseling Core Curriculum
  - Lesson Plans



# Participation Data - Learning Lab

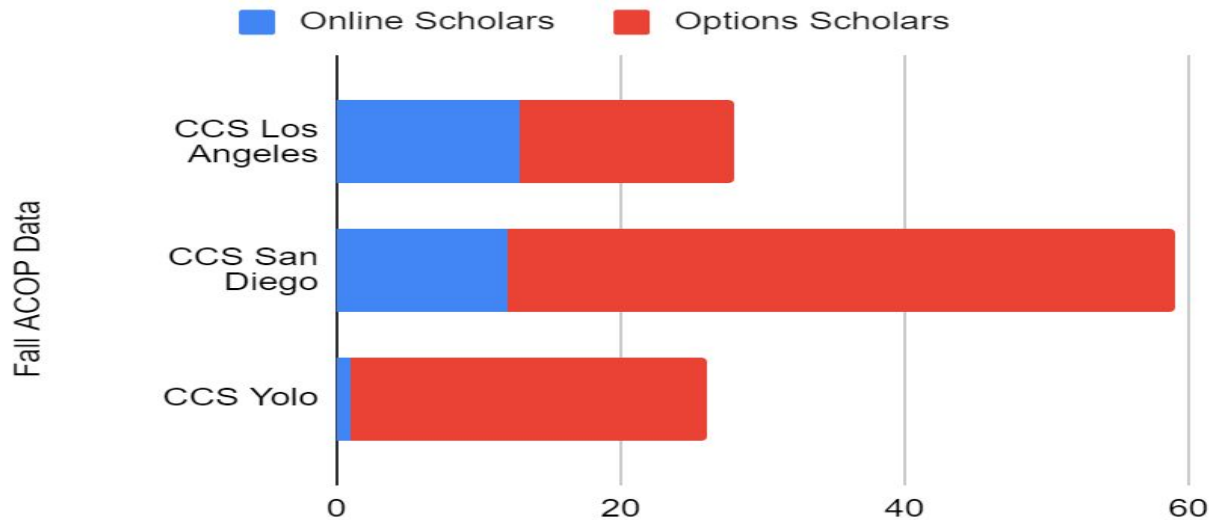
Scholar and Learning Coach Data Participation Weekly Counseling Labs





# Participation Data - Accelerated Course Options Program

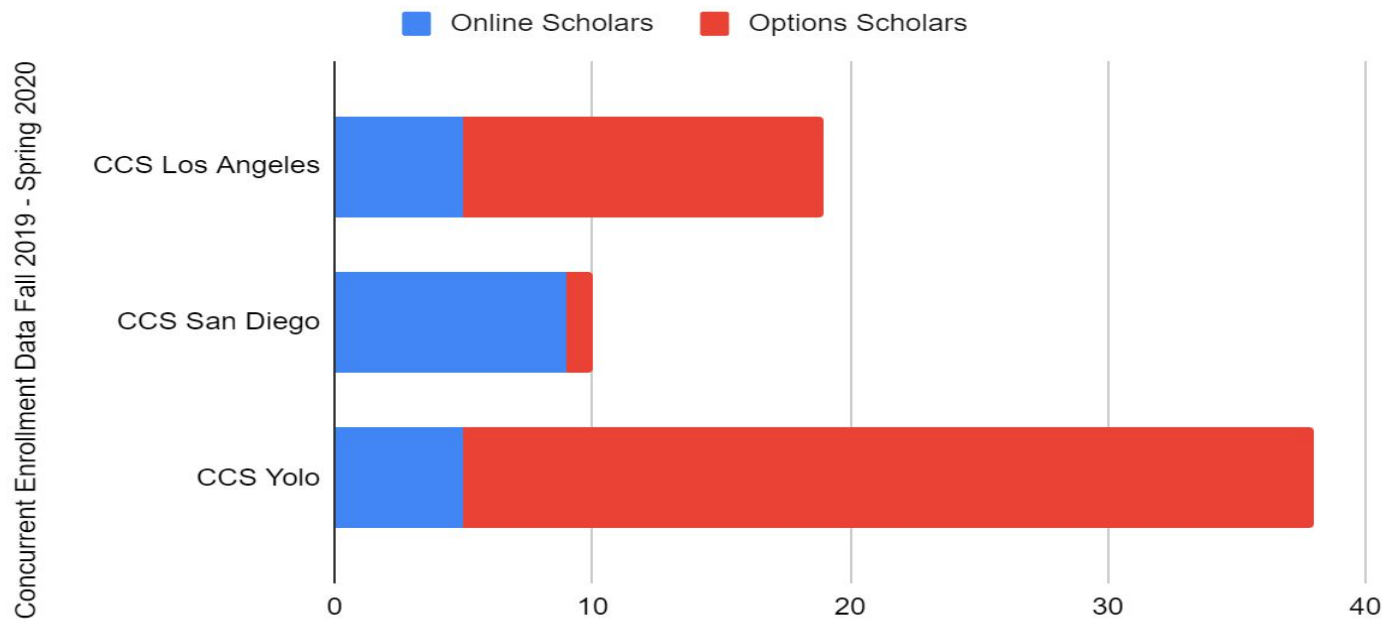
Online Scholars and Options Scholars





# Participation Data - Concurrent Enrollment Data by Charter

Online Scholars and Options Scholars

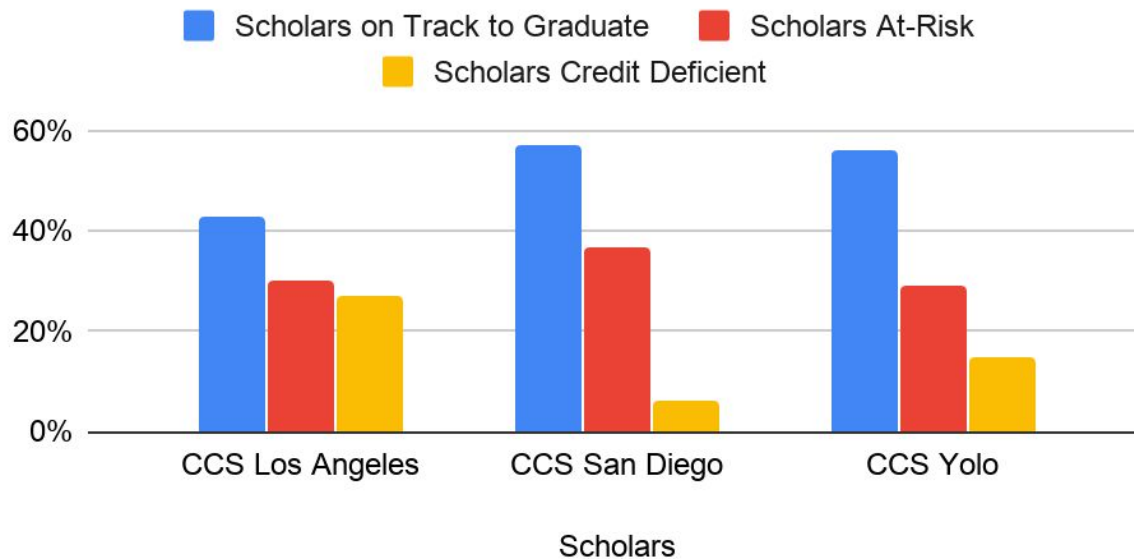


Concurrent Enrollment Data Fall 2019 - Spring 2020



# Outcome Data - Scholars on Track to Graduate by Charter

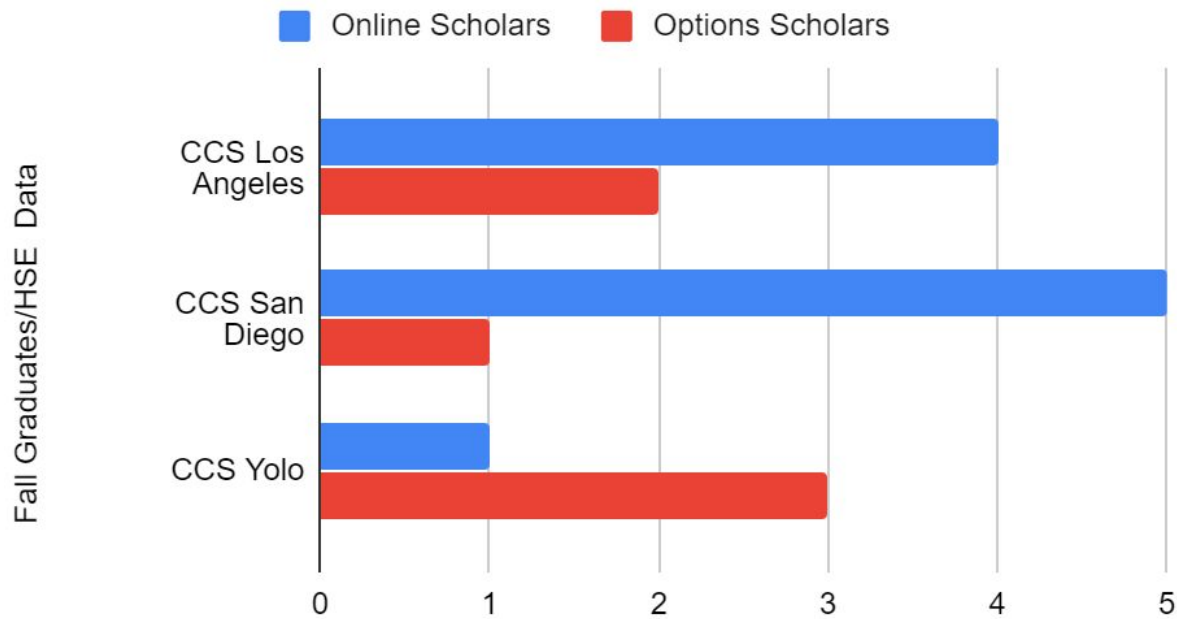
High School Outcome Data by Charter





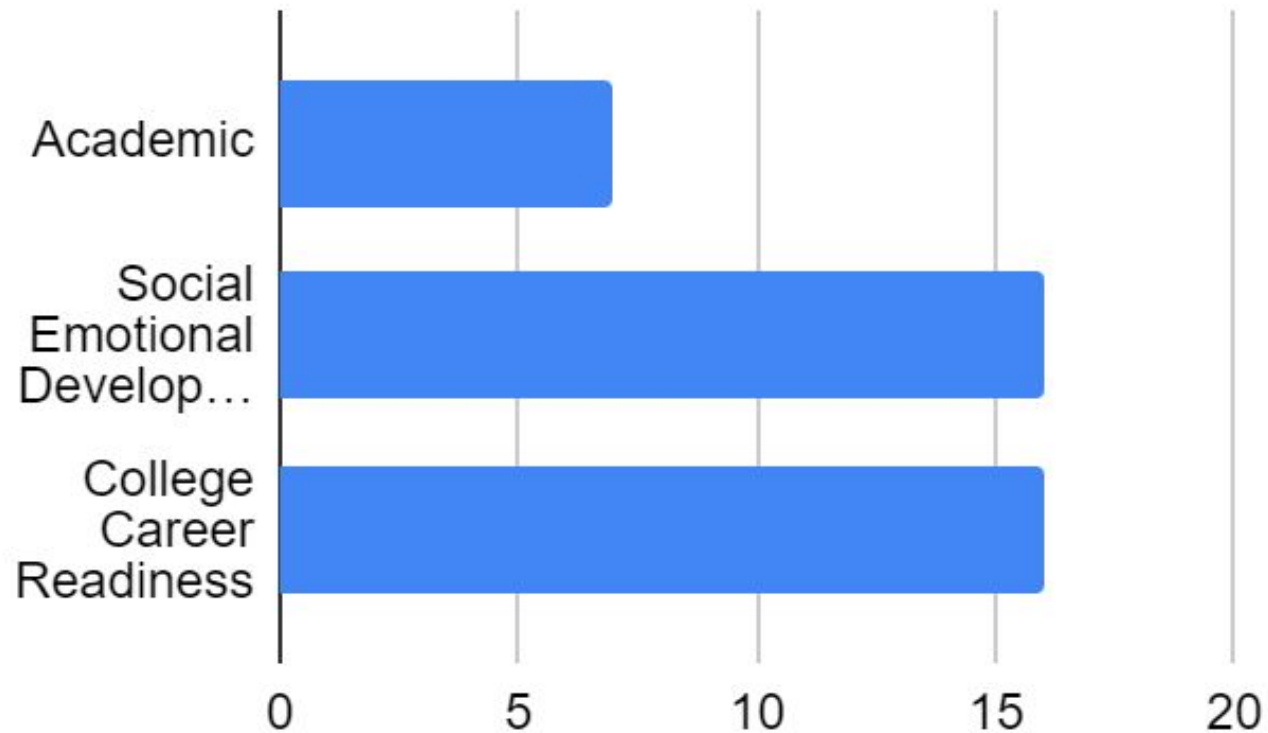
# Outcome Data - Fall Graduates By Charter

Online Scholars and Options Scholars



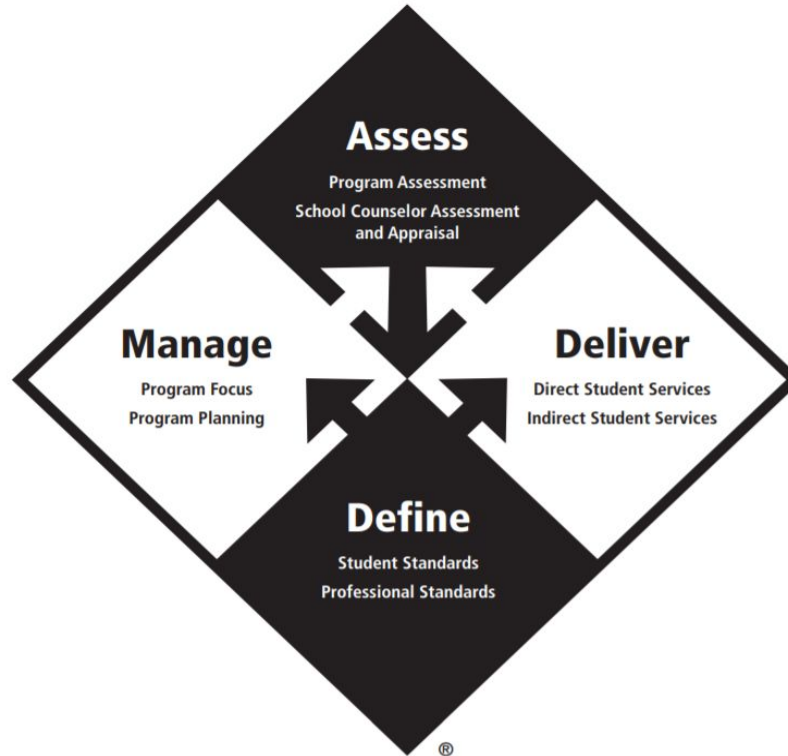


# Counseling Core Curriculum





# DELIVER







# Direct Services

- Instruction
- Appraisal & Advisement
- Counseling

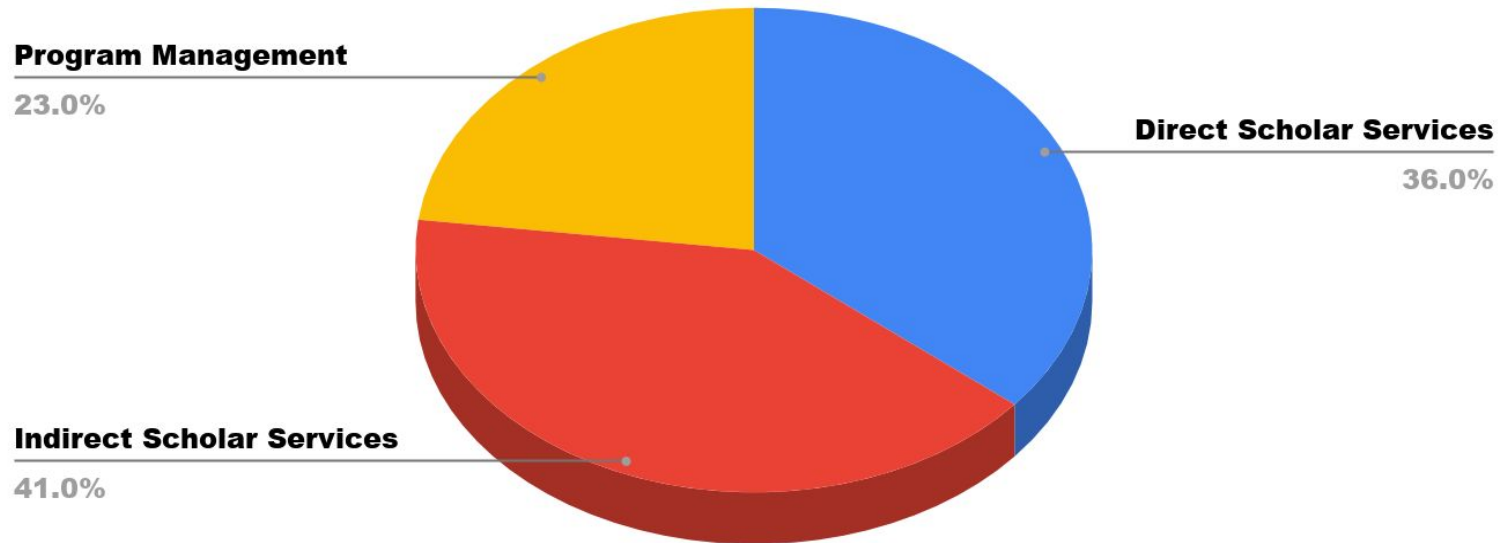
# Indirect Services

- Referrals
- Consultation
- Collaboration



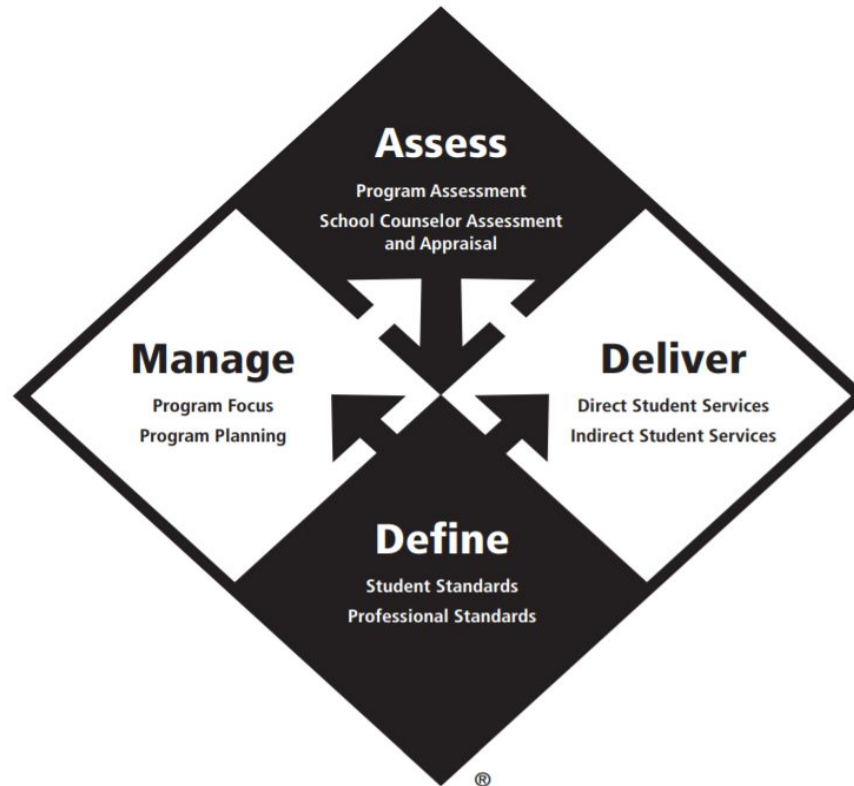
# Outcome Data - Counselor Use of Time

## Counselor Time Task Analysis





# ASSESS





*Thank  
you!*