



LINKED LEARNING CONVENTION | ANAHEIM, CA | FEB. 12-14

# Expanding the Sustainability of Linked Learning through Integrated Supports

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# THE FOUR COMPONENTS

Linked Learning pathways prepare students for college, career, and life by integrating four core components:



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Rigorous  
Academics

Career  
Technical  
Training

Work-  
based  
Learning

Comprehensive  
Support  
Services

# Discussion:

What role do your school counselors play in student supports?

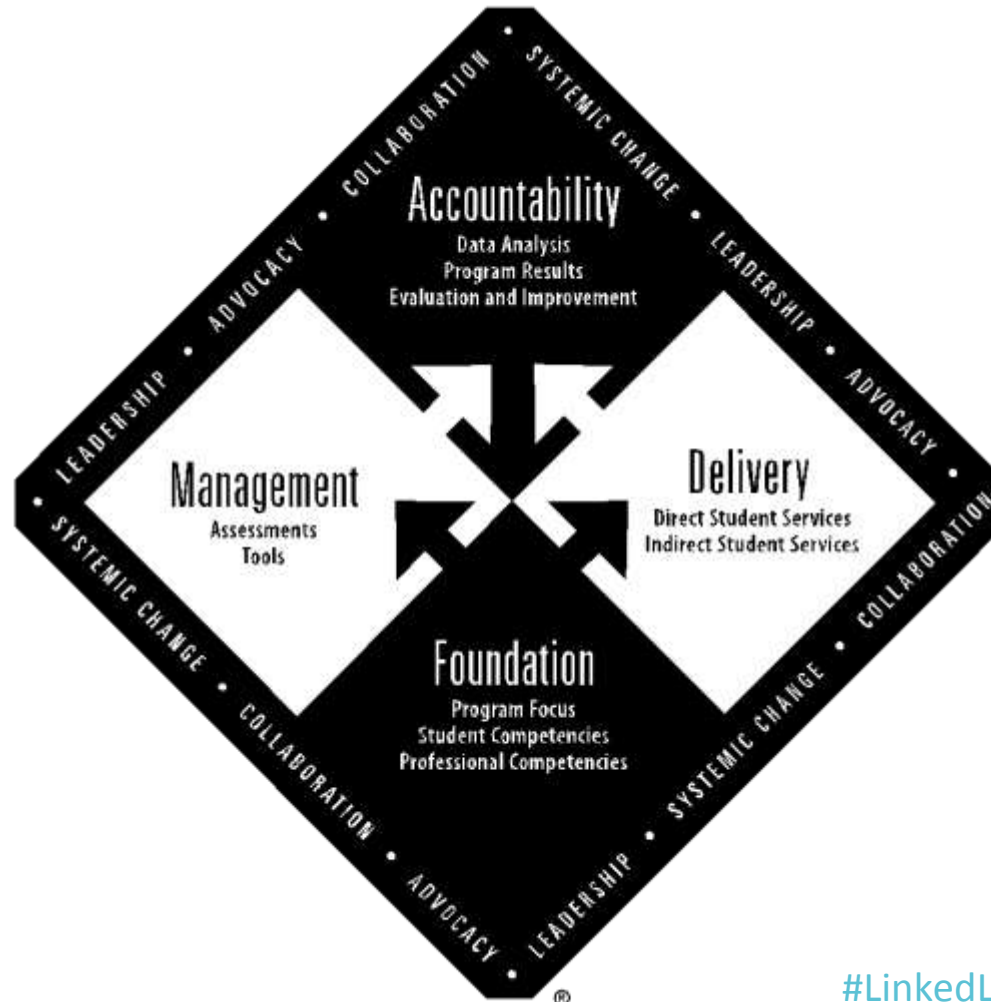
# Agenda

- ASCA National Model & Linked Learning alignment
- Current national, state, & district policy
- Common barriers to implementation
- Strategies

# The School Counselor and Academic and College and Career Planning

Collaborating with students, families, educational staff and the community, the school counselor works to ensure all students develop an academic and career plan reflecting their interests, abilities and goals and includes rigorous, relevant coursework and experiences appropriate for the student (ASCA Position Statement, 2013)

# ASCA National Model & Linked Learning



# School Counseling Service Delivery

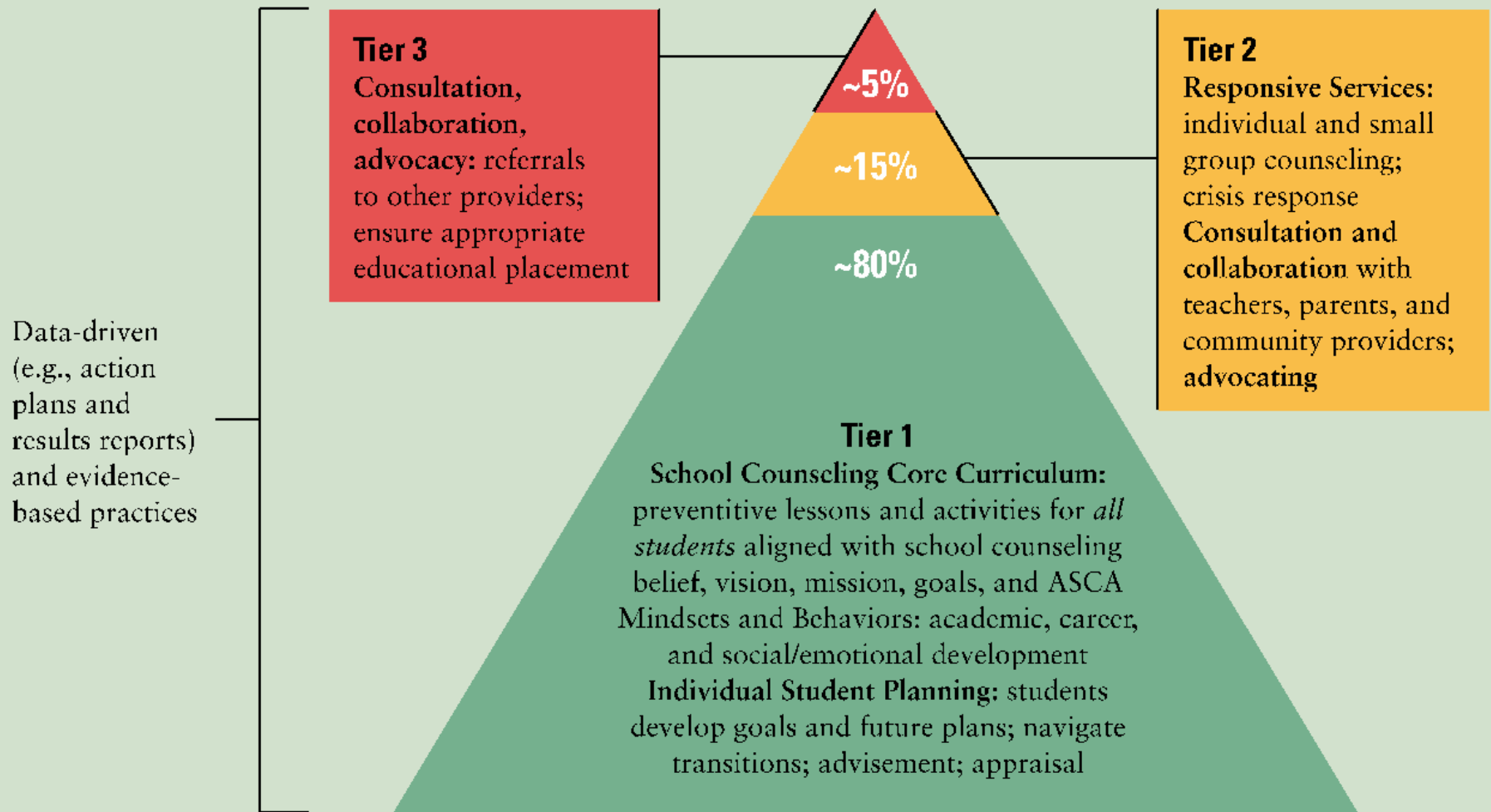
- Direct Services
  - School counseling core curriculum
  - Individual student planning
    - Appraisal and advisement
  - Responsive services (individual and small group)
- Indirect Services
  - Referrals
  - Consultation
  - Collaboration

# Core Curriculum

- Teaching skills to be successful in postsecondary education, careers, and life via **core curriculum, small groups, and student workshops.**
  - Social Emotional Learning
  - College and Career Awareness
  - Workplace Skills



# Systemic delivery



Aligning Comprehensive School Counseling Programs/the ASCA National Model with School-wide Positive Behavior Support. Goodman-Scott, Betters-Bubon, & Donohue.

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# National School Counseling Policy



A woman with dark, wavy hair is speaking at a podium. She is wearing a dark top. The podium has a white sign with the text '#ReachHigher' in large, bold, pink letters. Below the sign, the text 'DESTINATION COLLEGE' is visible in smaller, pink letters. The background is a dark blue curtain. To the right, a banner with the word 'EDUCATION' is partially visible.

**#ReachHigher**

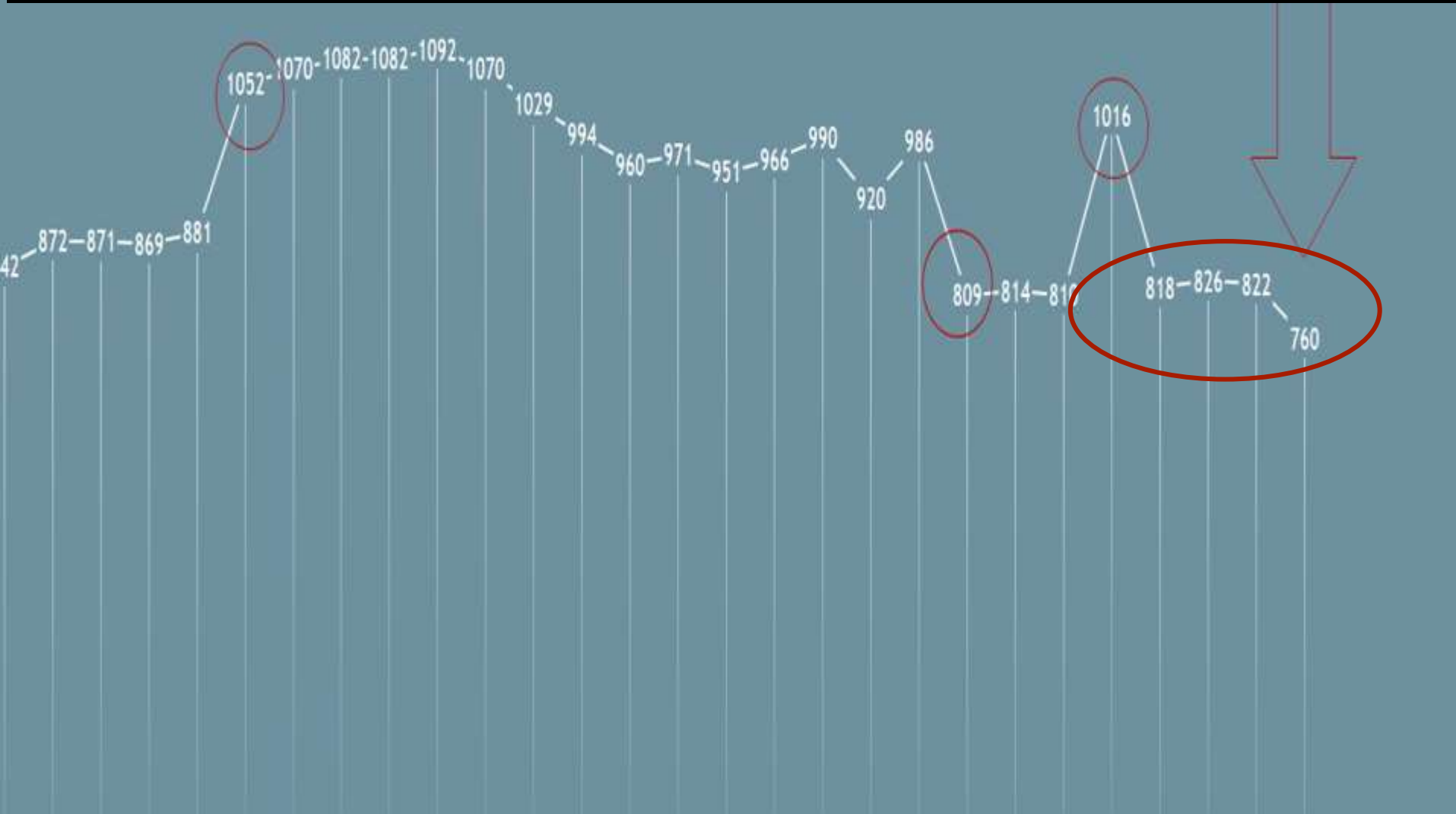
DESTINATION COLLEGE



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# State School Counseling Policy

# California Student to School Counselor Ratios



# Discussion:

What are some barriers your school counselors face implementing student supports?

# Barriers to Implementation

- Non-counseling duties
- Access to students
- Planning time
- Lack of opportunities to collaborate
- Professional development

# STRATEGY 1: Leadership Team Meetings



# 10 Characteristics of a Strong Principal-Counselor Relationship

1. Open communication that provides multiple opportunities for input to decision making
2. Opportunities to share ideas on teaching, learning, and school-wide educational initiatives
3. Sharing information about the needs within the school and the community
4. Participation on school leadership teams
5. Joint responsibility in the development of goals and metrics that indicate success
6. Mutual trust between the principal and school counselors
7. A shared vision of what is meant by student success
8. Mutual respect between the principal and school counselors
9. Shared decision making on initiatives that impact student success
10. A collective commitment to equity and opportunity

# STRATEGY 2: Annual Agreement

# Annual Agreement

## Annual Agreement Template

School Counselor \_\_\_\_\_ Year \_\_\_\_\_

### School Counseling Program Mission Statement

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### School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance and/or behavior goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

### Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct Services to Students	____ percent	School counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80 percent or more
	____ percent	Individual student planning	Assists students in the development of educational, career and personal plans	
	____ percent	Responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	____ percent	Referrals, consultation and collaboration	Interacts with others to provide support for student achievement	20 percent or less
Program Planning and School Support	____ percent	Foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	

# STRATEGY 3: Use of Time Analysis

# Use of Time Analysis



## Use of Time Assessment

	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
	School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
7-7:15 a.m.							
7:16-7:30 a.m.							
7:31-7:45 a.m.							
7:46-8 a.m.							
8:01-8:15 a.m.							
8:16-8:30 a.m.							
8:31-8:45 a.m.							
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11:01-11:15 a.m.							
11:16-11:30 a.m.							
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12:01-12:15 p.m.		1					
12:16-12:30 p.m.							
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12:46-1 p.m.							
1:01-1:15 p.m.							
1:16-1:30 p.m.							
1:31-1:45 p.m.							
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2:01-2:15 p.m.							
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3:46-4 p.m.							
TOTALS	0	0	0	0	0	0	0
% per topic							
% per category		0%				0%	

www.edstaranalytics.com

# Discussion:

How can you scale the infrastructure of your school counseling program?



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# Thank you!

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