

# Ensuring College Knowledge

How Graduate Programs are Preparing  
Future School Counselors to Promote  
College and Career Development  
For ALL Students

Trish Hatch, PhD., San Diego State University  
Anita Young, PhD., Johns Hopkins University  
Mandy Savitz-Romer, PhD., Harvard University

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# College and Career Readiness

- ❖ Traditional focus on academic rigor, aspiration formation, information and planning, and financial aid and affordability
- ❖ Recent spotlight on the adults responsible for supporting students
- ❖ School counselors historically blamed for failure to adequately provide high quality college and career counseling
- ❖ YET, school counselors have advanced training that uniquely positions them to support students' postsecondary development

# A Shift in Preparation

## *Past research found...*

- ❖ Misalignment between job expectations and professional training
- ❖ Overemphasis on traditional “career development” in graduate programs
- ❖ Graduate level courses fail to prepare school counselors for college and career readiness aspect of their work

## *Reform is underway...*

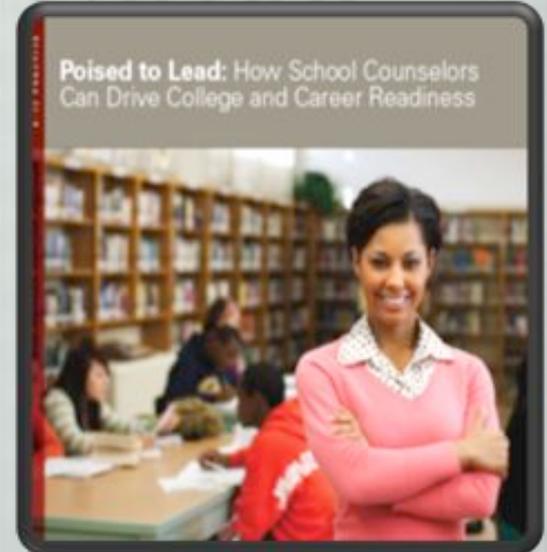
- ❖ School counselors with formal training in college and career development
- ❖ Redesigned graduate training programs with specific focus on equity
- ❖ CACREP accredited programs working to integrate college/career readiness counseling
- ❖ New courses that expand upon career development

# Call To Revise University Training Programs

success for every preK-12 student as part of their mission statements.<sup>8,9</sup> Since the majority of the courses they offer enroll only school counseling students, these programs are free to build curriculum, field experiences, assignments, and assessments around education issues. These successful programs teach students how to use data to support decision making, and develop strategies for removing institutional barriers to student success. Meaningful field experiences start early in the program and professors get out into the K-12 schools along with their school counseling students. This latter practice allows instructors to stay current on the issues, challenges, and opportunities that



NATIONAL CENTER FOR TRANSFORMING SCHOOL COUNSELING



# 3 Curricular & Programmatic Examples

- ❖ San Diego State, College of Education
  - ❖ **Trish Hatch, PhD**
- ❖ Johns Hopkins University, School of Education
  - ❖ **Anita Young, PhD**
- ❖ Harvard University, Graduate School of Education
  - ❖ **Mandy Savitz-Romer, PhD**



culturally responsive practitioners & educational leaders  
COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELING & SCHOOL PSYCHOLOGY

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- Projects & Initiatives
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Welcome to the School Counseling Program!

Did you miss Future School Counselor Day?

Download the Presentation Here!

E-mail schoolga@yahoo.com for more information

Class of 2014

Information

School Counseling

- + Faculty
- + News & Events
- + FAQs

Go to: <http://go.sdsu.edu/education/csp/schoolcounseling.aspx>  
or Google: **SDSU School Counseling** (to see new website)



Note: The LiveBinder Access Code is sdsu

Program Details

- Download the Sequence of Study for Full-Time Students

# *Scaffolding Pre-Service Education for College and Career Readiness (CCR)*



- Recruit and Enroll Future ***Social Justice Advocates, Leaders*** and ***Change Agents***
- Require CCR ***Content*** in Coursework
- Provide CCR ***Experiences*** in Program
- Participate in CCR ***Collaboration*** in Action
- Model ***CCR Leadership*** for Next Generation of School Counselors
- ***Partner*** with K12 Schools to ***Measure Impact, Share Results*** and ***Improve Graduate Program***
- ***Reflective Practices***



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UNIVERSITY

# Curriculum Redesign (60 Units)



CSP 620 Foundations of the Professional School Counselor Leader (3)

CSP 624 Learning Achievement & Instruction for School Counselors (3)

CSP 630 Social Justice and Holistic School Systems for School Counselors (3)

CSP 645 College Planning and Career Development P-16 (3)

CSP 769 Achievement Gap: Leadership, Advocacy, Systemic Change (3)

CSP 775 ASCA National Model I: Developing and Implementing a School Counseling Program (3)

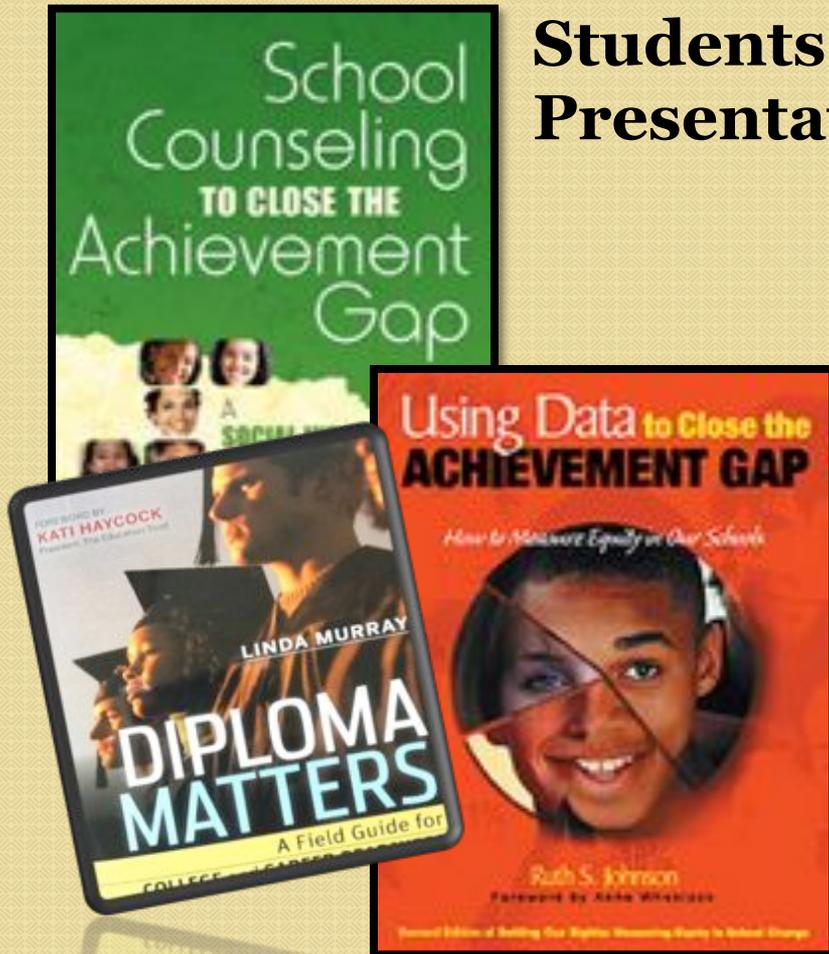
CSP 776 ASCA Model II: Evaluating and Improving School Counseling Programs (3)

CSP 742 Policy, Politics, Ethics, Law, & for School Counselors (1-3)

# CSP 769: Achievement Gap

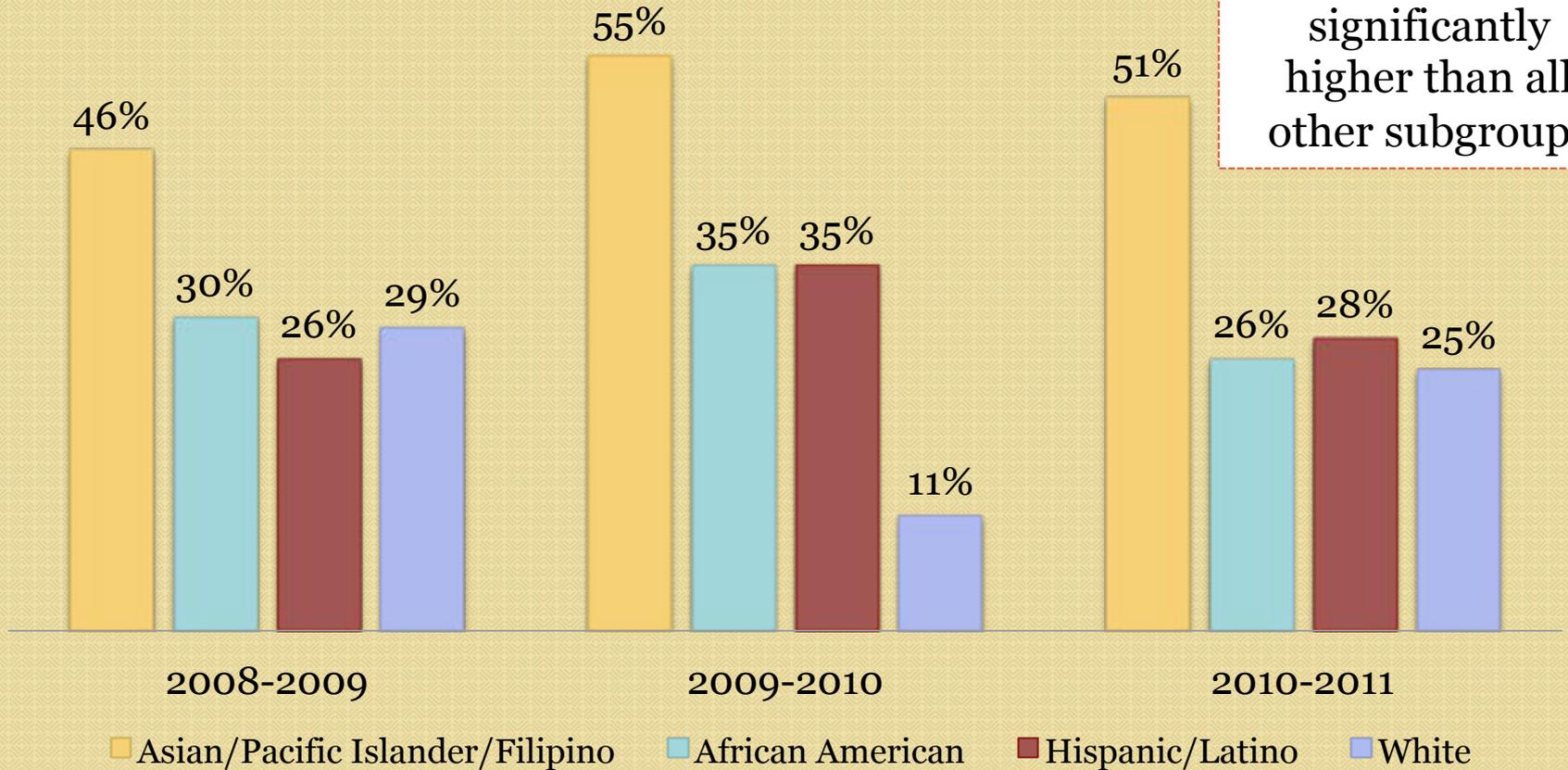


## Students Create Data Analysis Paper/ Presentations and Share with Faculty



- Staff Perceptions
- School Enrollment
- Graduation Rate
- CAHSEE
- A-G Completion
- Tests: AP & SAT
- Areas of Need
- Areas of Strength
- Recommendations

# A - G Graduate Completion Rate by *Ethnicity*



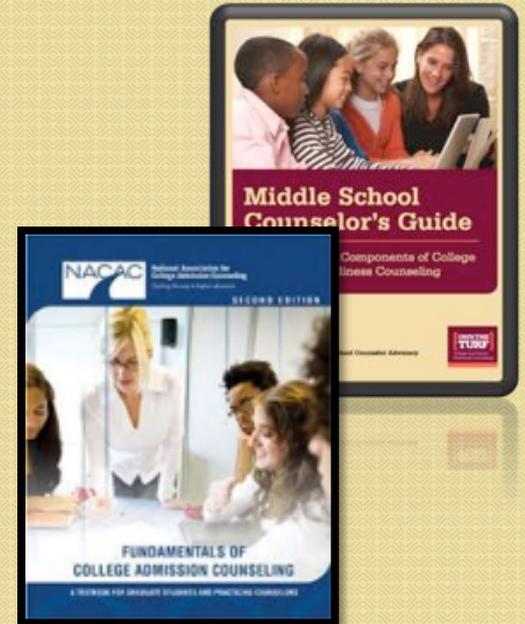
# CSP 645: P-16 College/Career Readiness

*Redesigned Course to Align With:*

- NOSCA 8 Components/EdTrust
- ASCA Model/Ethics/NACAC

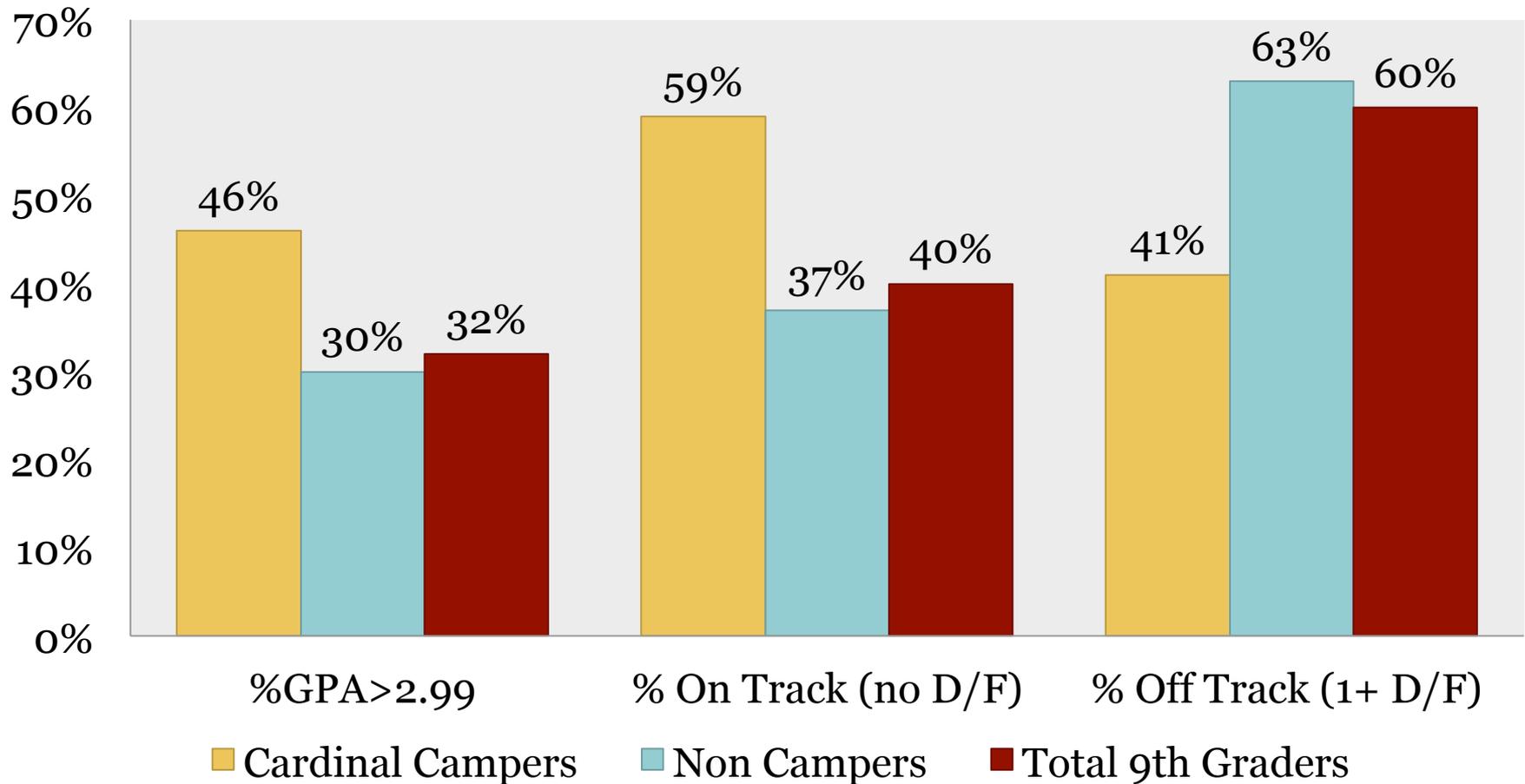
*Assignments:*

- YMOC (ILP and Paper)
- Parent Presentations: HBC; NCAA, etc.
- *Cardinal Camp*: High School Summer Transition Program for At-Risk Urban Inner City Youth
- Graduate Students lead CCR sessions
- Collaborative Relationship with College Access Partners



# Cardinal Camp Making a Difference

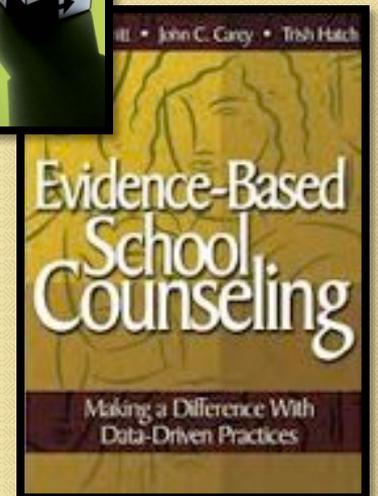
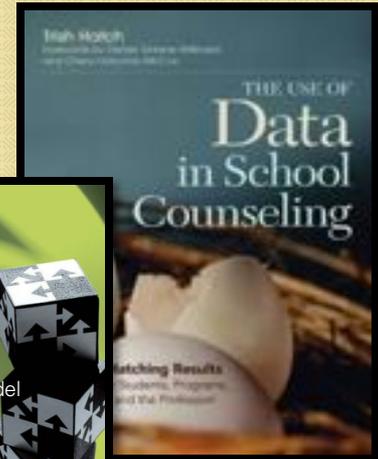
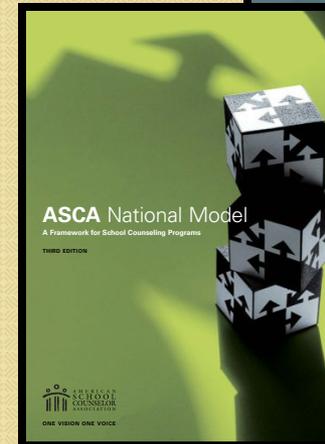
## 1<sup>st</sup> Semester Grades (9<sup>th</sup> graders)





SAN DIEGO STATE  
UNIVERSITY

# CSP 775/776: ASCA National Model A & B (Aligned with Fieldwork Courses)



# Leading by Example



- Model Leadership in CCR for Students
- Present Results at State, Local, National Conferences
- OWN: Overarching Work of CCR
- Stay Current on Important Issues in Profession
  - POTUS and FLOTUS in News on CCR
  - ESSC, Gear-Up, CTE Grants
  - State Legislation: Changes in Funding
    - ✦ LCFF and LCAP in CA
    - ✦ Lawsuit in WA
  - Model Taking Action as a School Counselor Educator



# The Johns Hopkins University Counseling and Human Development



**1 Program - 3 Campuses**

## School Counseling Program CACREP

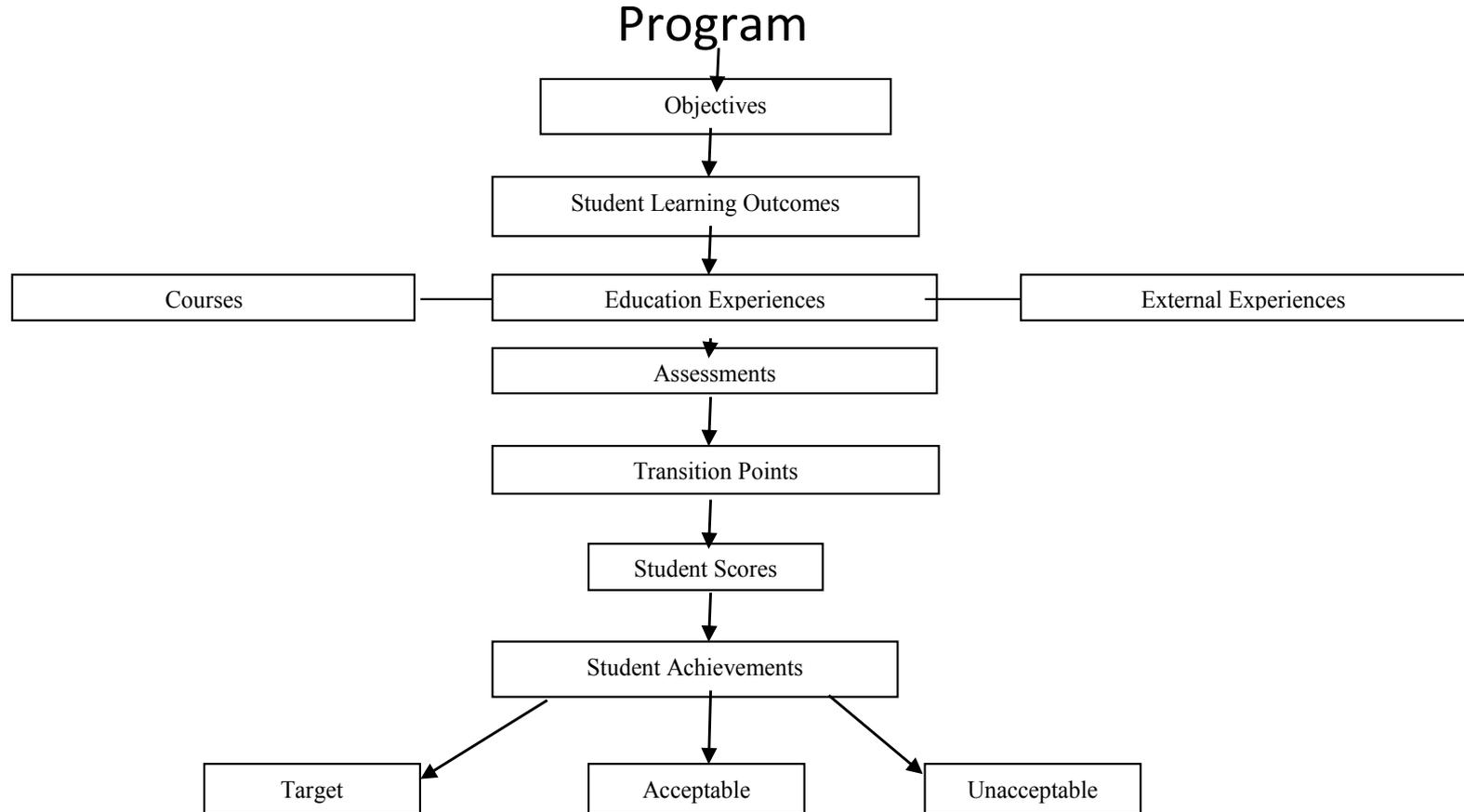
(Full-time & Part-time)

- Urban Focus
- Cultural Responsiveness
- Data-driven
- Systemic Change Agent Leaders

**Accomplishments**  
**Challenges**  
**Continual Evaluation**

# SOE Conceptual Framework

## Counseling & Human Development Area



# CACREP 48 Credit Program

## Curriculum Redesign & Alignment

Summer	School Counseling
Summer Year 1	861.507 Techniques (3) - 871.501 SPED or Elective (3) <b>861.511 Career (3)</b> - Human Development Online (3)
Fall Year 1	<b>861.614 Foundations of School Counseling (3)</b> 861.502 Theories (3)
Intercession 1	
Spring Year 1	863.607 Diversity & Social Justice (3) <b>863.736 School Counselor Leadership (3)</b>
Summer Year 2	861.612 Appraisal Online (3) - 863.571 Counseling Adolescents (3) 863.681 Research Methods Online (3) - 861.609 Diagnosis (3)
Fall Year 2	861.503 Group (3) - <b>863.808 Practicum (3)</b>
Intercession 2	
Spring 2	<b>863.820 Internship (6)</b>

# Measurable Outcomes

## *Introduction – Reinforcement - Master*

Student Learning Outcomes	Foundations	Leadership	Practicum	Internship
LO 1 Facilitate the growth and development of school-age children within the framework prescribed by the Council for the Accreditation of Counseling and Related Educational Programs) and the American School Counselor Association’s (ASCA)	I - R	R	R -M	M
LO2 Serve as advocates and leaders in educational settings	I - R	R	R -M	M
LO3 Effectively/appropriately counsel school-age children	I - R	R	R -M	M
LO4 Demonstrate the knowledge, role and function of the school and how it relates to professional practice	I - R	R	R -M	M
LO5 Build collaborative relationships with community stakeholders	I - R	R	R -M	M
LO6 Demonstrate effective and meaningful group work with diverse groups of school-age students	I - R	R	R -M	M
LO7 Develop data-driven school counseling programs that meet the unique needs of all students	I - R	R	R -M	M
LO8 Develop and implement a data driven plan for evaluating counseling programs	I - R	R	R -M	M
LO9 Work ethically and legally in school settings	I - R	R	R -M	M
LO 10 Demonstrate cultural sensitivity and responsiveness with school-age students	I - R	R	R -M	M
LO11 Demonstrate skilled use of technology and the internet	I - R	R	R -M	M

# Course Redesign

In addition to ASCA – NOSCA – ED Trust – NACAC alignment:

## *Specific to CACREP:*

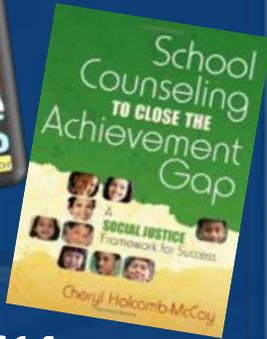
- Understand the relationship between school counseling program & academic mission of school (CACREP SC; K.1)
- Design, implement, and evaluate programs to increase college and career readiness (CACREP SC C.2)
- Learn how to use data driven research methods to inform decisions and beset practices (e.g., school improvement plan, college counseling) (CACREP SC; I.4)
- Develop measurable outcomes for school counseling programs, interventions, and experiences (CACREP SC; J.2)

## *Major Assignments:*

Develop simulated data driven school counseling program presentation to peers

861.614

*Foundations  
Of  
School  
Counseling*

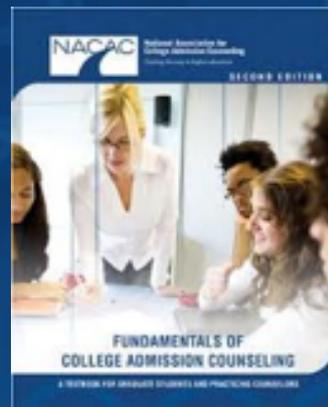


# New Course

***Focus: College and Career Readiness & School developing systems change agents***

- Learn to build effective teams of school staff, parents, and community stakeholders to promote a culture of college and career readiness (CACREP SC M:1-7;O1-5)
- Understand systems theories, models, and processes of consultation in school system settings to include post-secondary. (CACREP SC M:1-7;O1-5)
- Develop a college and career readiness cultural world-view; systemic change agents (CACREP SC M:1-7;O1-5)
- Understand the important role of the school counselor as a school counselor. CACREP SC M:1-7;O1-5)

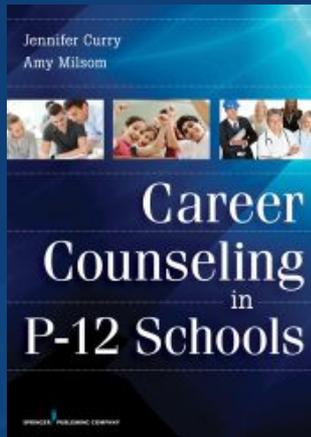
***Major Assignment: Photovoice Project***



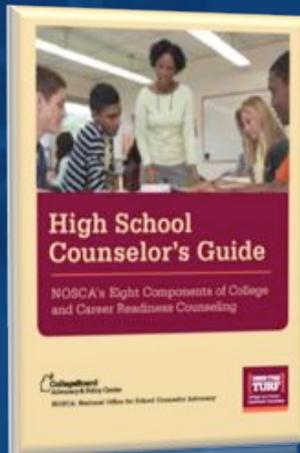
**863.736  
School  
Counselor  
Leadership  
and  
Consultation**



# Redesign



## **861.511** ***Career /Life Development and Planning***



### ***Specific to CACREP:***

- Understand and demonstrate competency in career development theories and decision-making models, career information systems & resources (CACREP II:G.4:a/b)
- Understand career development & educational program planning, organization, implementation, administration, and evaluation (CACREP II:G.4:c)
- Understand interrelationships among and between work, family, & other life roles, including multicultural career development issues (CACREP II:G.4:d)
- Understand assessment instruments and techniques relevant to career planning and decision making (CACREP II:G.4:f)
- Design, implement, & evaluate transition programs (school to-work, post-secondary planning, college counseling (CACREP SC C.4)

### ***Major Assignments:***

*Grade level Presentations*

*Special Populations Projects*

*Career Counseling Sessions and Summary Paper*

*Career Portfolio*

# Redesign

## *Specific to CACREP:*

Apply relevant research findings to inform the practice of school counseling. (CACREP SC Standard J.1)

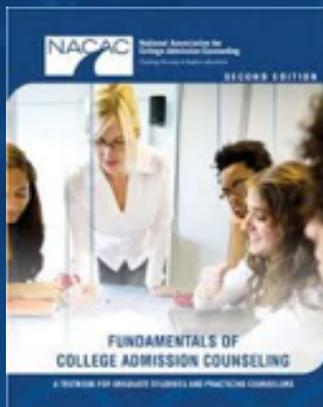
Develop measurable outcomes for school counseling programs, activities, interventions, and experiences. (CACREP SC Standard J.2)

## *Major Assignments:*

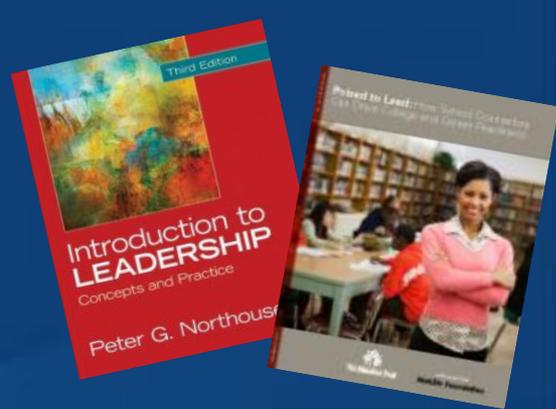
*Data Advocacy Project*

*ePortfolio*

*Action Research Manuscript*



**863.820**  
**School**  
**Counselor**  
**Internship**





# HARVARD GRADUATE SCHOOL OF EDUCATION

*Working at the Nexus of Practice, Policy, & Research*

- ❖ **Prevention Science & Practice Program/CAS in Counseling**
- ❖ One of 13 Master's programs
- ❖ Trains school counselors, school social workers, and youth development/college access professionals
- ❖ Use a prevention framework for all three pathways
- ❖ Goal: Develop a course that addressed college and career readiness, while appealing to a wide HGSE audience



# “Inventing the Future”

- ❖ Based on research and program developed by Mike Nakkula (UPENN)
- ❖ ITF is an organizer for the course that calls for attention to the developmental processes necessary for students to take ownership of and engage in the process of developing a future oriented identity
- ❖ Builds on traditional career development theories
- ❖ Uses a PreK-16 framework
- ❖ De-emphasizes the outcome (college OR career)



# Course Topics

## ❖ **Framework**

- ❖ PreK-16; College for All and Multiple Pathways
- ❖ Developmental Framework

## ❖ **Developmental Concepts**

- ❖ Ex: Identity; Motivation; Engagement

## ❖ **Interventions**

- ❖ Individual Level
- ❖ School and University Level
- ❖ Community Level
- ❖ State and Federal Level



# Course Audience

- ❖ Master's level students pursuing
  - ❖ School counseling
  - ❖ Community/non profit leadership
  - ❖ Education policy
  - ❖ Higher Education administration
- ❖ Doctoral level students
- ❖ Practitioners
  - ❖ Field supervisors using vouchers



# Sample Course Objectives

- ❖ Introduce career development/ college choice theories
- ❖ Expose students to career development education
- ❖ Prepare students to design individualized interventions
- ❖ Increase understanding of developmental processes that promote aspirations, goals and related behaviors
- ❖ Provide students with state and national standards and frameworks
- ❖ Acquaint students with empirical research on postsecondary preparation and readiness

# Bridges to STEM for Women: High School-College Mentorship

- **Relationship Development Activities** focused on guided discussion of Possible Selves, including matching behaviors to each of three aspects.

Who are my possible selves?

- **Media Awareness Activities** focused on identifying cultural sources of feared selves

Where did my feared self come from?

- **Employer Relationship Development** initiated by all, led by college women. Includes tours of local workplaces and guest speakers

How can I plan for my hoped-for self to become my anticipated self?

# Intervention: GROWING FORWARD

## PROCESS

1. 9<sup>th</sup> graders from similar economic, racial, and cultural backgrounds will be asked to join a group-based intervention geared towards increasing college-going attitudes.
2. The group will meet once a week for six weeks and be facilitated by a school counselor.
3. Topics will focus on building self-efficacy and concepts that align the students' values around a desire and belief that they can go to, and succeed in, a postsecondary setting.

### Engagement Attitude Component

### Group Activity Example

### Program Outcomes

I CAN

Revisit high school graduation requirements; plot out pathways to success; include support services

I WANT TO

Individually journal about future aspirations; Share with the group; Together discuss how each person can reach those goals

I BELONG

Brainstorm and research role models in desired career fields, who came from similar backgrounds as students

### Each student in the group will:

- Develop a self-concept that they can go to, want to, and belong in a postsecondary setting
- Gain a support network of peers with similar goals and values
- Become more aware of possibilities and how various future paths connect with their own beliefs

# My Baby Comes First

**A school-based independent study that helps pregnant and parenting teens identify overlaps in their paths toward college and motherhood**

## Quarter 1: The Road Map

- Identify a mentor to help create goals and subgoals in the the domains of Health, Parenting, and College/Career
- Use journal to identify fears and strengths within each domain and also to log progress (doctors appointments, assignments, etc.)

## Quarter 2: Research

- Mom Interviews (10)
- Volunteering at preschool and/or infant-toddler center (2 hrs/week)
- Individual counselling sessions (1/week)
- Group sessions (1/week)
- Provided articles in each domain + "momma" case studies
- Reflections on articles, doctor visits, etc.

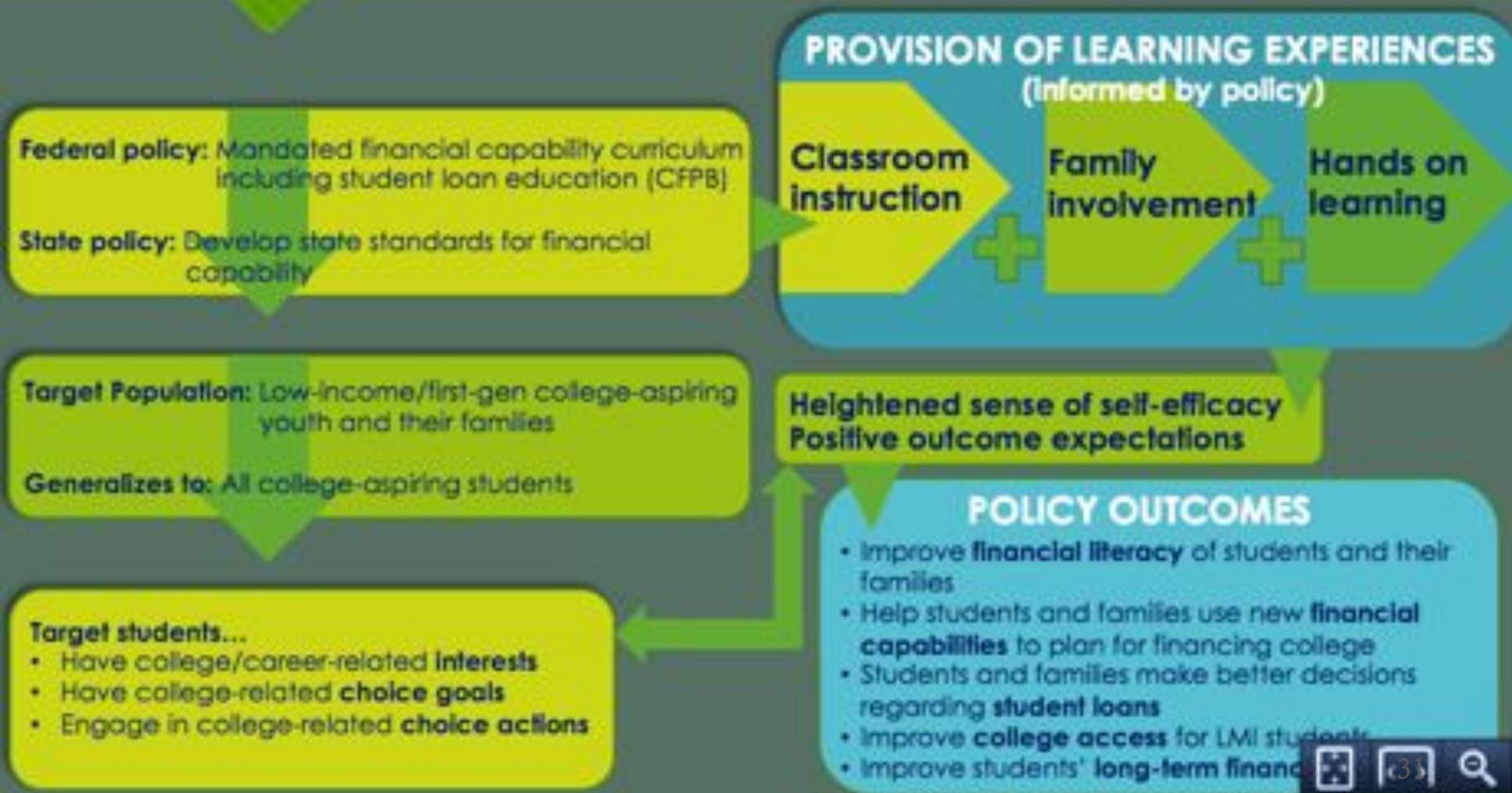
## Quarter 3: The Paper

- Suggested topics, but students may choose their own
- Answering "what kind of mother do I want to be? Why? How will I get there?"
- In subsequent years, students may turn papers into research reports, advocacy work, etc.

## Quarter 4: Reflection & Next Steps

- Using research and reflections to create SOP
- Presenting your work
- Adding to your present roadmap
- How will you use these skills in college (Roadmap 2.0)
- Becoming a mentor

# Policy Proposal: Money Matter\$



# Useful Resources

- ❖ NACAC Fundamentals of College Admissions Counseling
- ❖ Professional College Knowledge: Re-envisioning how we prepare our college readiness workforce
- ❖ Ready, Willing and Able: A developmental approach to college access and success

# Questions?

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