

Honoring Diversity And Transition

Transitioning Into Postsecondary Opportunities



VAZQUEZ ACADEMY

- ASCA National Model: Professional Standards
- Diversity
- Disadvantages
- Key Components:
 - Career Planning
 - Future Transitions
- (Conclusion) New Postsecondary opportunities



ASCA National Model: Professional Standards: Mindsets and behaviors

- Professional Standards:

- The ASCA school counseling professional standard and competencies provides the right mindset for school counselors

It also provides proper tools so that counselors may meet and provide for the needs of pre-k-12 students

- It ensures that both new and veteran counselors are equipped to provide a school counseling program with academic achievement, career planning, and social and emotional development.



ASCA School Counselor Mindset

- Mindset:
 - The ASCA gives school counselors seven mindsets that counselors must believe in order to help their students succeed.
 - **Mindset #5** states: Effective school counseling is a collaboration process involving school counselors, students, families, teachers, administration, and other stakeholders.



ASCA School Counselor Behaviors

- Behaviors

- The ASCA gives school counselors nine behavioral standards to follow. These standards help to build a foundation for a comprehensive school counseling program.
- Standard **B-PF-6-B**: [School counselors] Explain how students' cultural, social, and economic background may affect their academic achievement, behavior, relationships, and overall performance in school.
- Standard **B-PF-9** : Create systemic change through the implementation of a comprehensive school counseling program



Diversity

- ACCULTURATION

- Vernon and Schimmel- describe acculturation in four parts:
- **Integration:** (blending one's cultural origin practices with dominant cultural practices)
- **Assimilation:** (replacing one's cultural origin practices with the dominant cultural practices)
- **Separation:** (rejecting of dominant culture and retaining culture of origin practices exclusively)
- **Marginalization** (rejecting and separation from both culture of origin and dominant culture)



Diversity (Continued)

- Religion
- Spirituality
- Vernon and Schimmel explain how religion and spirituality play a vital role in a child's support system.
- They suggest learning about the [ACSERVIC](#) system (Association for Spiritual, Ethical, and Religious values in Counseling)



Holistic Approach

- Tyler Kimbel and Rita Schenllenberg
- Discuss how religion and spirituality are an important part of the whole development of a child.
- Counselors need to be open minded and not bias
- Helps to provide ethical, political and legal support for students



Tips for Classroom Teachers

- Three Tips to promote an inclusive classroom environment:
 - 1) Storytelling and Bibliotherapy (having a student write a story about his or her religious beliefs and tell it out-loud to the class)
 - 2) Holiday food party (during a major holiday, have students bring in food that represents their beliefs)
 - 3) Music (have a student create a playlist of songs that represents his or her diverse background)



Introduction to Social Emotional Learning

- Social Emotional learning (**SEL**)
- Learning about one's inner self and how to connect with others on a social level.
- Vernon and Schimmel give example of a gifted female student who was academically smart but lacked in SEL



Social Emotional Learning (continued)

CASEL'S SEL FRAMEWORK:

The Core Competence Areas

- **Social and emotional learning (SEL) is an integral part of education and human development.** SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.





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Pre-assessment

- Pretest of data
- Using a survey for: teachers, students, community
- [Eva Gibson and Natalie Spencer](#) – created a pretest on this topic
- Helping high school students reach their postsecondary goals
- Current data: 72% of students at an economically disadvantage
- 30 % seek postsecondary opportunities.



SMART GOALS

- Vernon and Schimmel give definition of acronym: “smart”
- S- Specific
- M- Measurable
- A - Achievable
- R- Result-focused
- T- Time Bound



Career Planning and Transitions

- **Career planning-** Building an interest of postsecondary opportunities for students based on their likes and desires and talents
- Accomplished through collaboration. (teachers, administration, parents, guardians, and community)



Career Planning and Transitions (continued)

- **Career Transition**- moving from the academics of high school to the academics of college or moving into a job career (such as the military)
- Accomplished through collaboration. (teachers, administration, parents, guardians, and community)
- Not always an easy transition.
- “Not Always Smooth Sailing”: Michelle Clearly, Gary Walter, and Debra Jackson



New Postsecondary Opportunities

- **Posttest-** Test given at the end of a presentation.
- additional information with outcomes and data points.
- Through collaboration the community will become strong. Making a better society
- “Beyond Academic Preparation For College” : Christine G. Mokher, and Louis Jacobson



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