

## Competencies to Advocate for the SC Roles (Section A)

### Advocacy Statement:

The Comprehensive School Counseling Program ensures that academic, career readiness, behavioral and social/emotional needs are being met for the students at the school. The school counselor abides by the ASCA Ethical Standards for School Counselors and utilizes the ASCA Student Standards: Mindsets & Behaviors for Student Success to develop and implement a program that addresses these needs. Advocacy for the role of the school counselor is done by consistently communicating with administration and teachers about the efforts for student achievement. Additionally, school counselors regularly attend school district committees and other events that inform and support the school counselor.

## Design and Evaluation of SC Programs (Section C)

Culturally responsive interventions are implemented throughout both direct and indirect services. Standards blending is used in whole group classroom lessons to integrate academic, social/emotional and career standards. School counselors engage with parents and guardians through a strength-focused partnership, one where parent's concerns can be heard and supported. (Bryan, Williams, Griffin, 2020). The effectiveness of the Comprehensive School Counseling Program is consistently being evaluated by means of data collection which shows the results of interventions targeted at specific achievement gaps.

### Use of Developmentally Appropriate Career Counseling Interventions and Assessments (Section E)

1. Partner with community members to establish internship opportunities
2. Goal setting and motivation lessons
3. Relational Cultural Theory implemented through group work with Middle School students (Grant et al., 2021).

## Interventions to Promote Academic Development (Section D)

1. Assess data to determine needs
2. Removing Barriers
3. Collaboration with staff to verify specific skill lessons.

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*"Don't let what you cannot do, interfere with what you can do." -John Wooden*



## Mission, Vision, Beliefs Statements (Section B)

**Beliefs** At Anderson Elementary we believe that every student can achieve high levels of learning. Every student deserves a personal advocate that prioritizes their future. The question will be, "What do we as advocates need to implement, to get this student to succeed?" Not "What if this student does not succeed?"

**Vision** Students of the Anderson Elementary comprehensive school counseling program are determined, high achieving and productive members of society. They possess the academic, social/ emotional and career skills that allow for success in all areas of life. Students maintain the belief that they have the power to change the course of their lives despite challenges.

**Mission** The mission of Anderson Elementary is ensuring equal opportunity for every student to reach their full academic potential, become a lifelong learner & instill the social skills that will produce respectable citizens.

## ANDERSON ELEMENTARY

School Counselor

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## Techniques of Social/Emotional Counseling (Section F)

1. Focused classroom Lessons
2. Small Groups on specific skills
3. Individual interventions focused on skill identified by classroom teacher
4. Referrals

## Interventions to Promote College and Career Readiness (Section G)

1. College Planning Small Groups
2. Webinar/Parent meetings
3. Early College Planning Night
4. Financial Aid night

## Approaches to Increase Promotion and Graduation Rates (Section H)

1. Formal process of career advising with choosing a career, written goals and a plan for success (Tudor, 2018).
2. Career interest groups
3. Data collection to reveal potential gaps among low SES or other marginalized groups and their access to equitable opportunities for success.



## Use of Dats to Advocate for Programs and Students (Section J)

The philosophy of data collection is that every student is entitled to equitable education that meets student's specific needs. In order to determine what those needs are, data is utilized to monitor student progress and assess the overall effectiveness of the program. A specific plan that will be utilized is an Annual Student Outcome Goal Plan to map out steps for achievement. The school counselor will share the results with stakeholders through a Data Report in a concise format. This will inform the stakeholders of the overall design and implementation of the interventions and provide further recommendations.

## Strategies to Promote Equity in Student Achievement and College Access (Section I)

1. Data review identifying achievement/opportunity gaps
2. Collaboration and continual education on student's diverse cultures
3. Meet with students to discuss courses and career paths
4. Discuss equitable education policies with stakeholders
5. Meetings with parents discussing financial services
6. Involvement with groups in the community



## Strategies for Implementing and Coordinating Peer Intervention Programs (Section K)

1. Mental Health surveys
2. Healthy lifestyle Lessons
3. Drug Abuse Small Groups
4. Stress Management modeling
5. Self-esteem/self-awareness lessons

## References

- Bryan, J., Williams, J. M., & Griffin, D. (2020). Fostering Educational Resilience and Opportunities in Urban Schools Through Equity-Focused School–Family–Community Partnerships. *Professional School Counseling*, 23(1). <https://doi.org/10.1177/2156759X19899179>
- Grant, K. L., Springer, S. I., Tuttle, M., & Reno, M. (2021). Small-Group Counseling Intervention to Support Career Exploration of Rural Middle School Students. *The Journal for Specialists in Group Work*, 46(1), 108–127. <https://doi.org/10.1080/01933922.2020.1856254>
- Tudor, T. R. (2018). Fully integrating academic advising with career coaching to increase student retention, graduation rates and future job satisfaction: An industry approach. *Industry and Higher Education*, 32(2), 73-79. <https://doi.org/10.1177/0950422218759928>