



**How do
Administrators
Partner with
School
Counselors to
Champion
Student Success?**

Thank You For Being a Friend!



Meet Your Presenters

...and which Golden Girl they are,
according to the *highly* scientific survey,
Which "Golden Girl" Are You? (Quizly)



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Fun-loving like
Blanche!



Woohoo! Let's Begin

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Talented like
Dorothy!

When you leave this session, you should be able to....

1 Identify ways the school counselor can impact outcomes (discipline, attendance, academics).

2 Summarize ways to successfully work with school counselors to help students.

3 Describe a strategy or resource you will use next year with your school counselor.



Agenda

1



Who are School Counselors

2



How School Counselors Can
Impact Student Success

3



How to Partner with Your School
Counselor(s)

4



Additional Resources

Here's the Scoop...

Most of us have not learned about each other's professions in our professional preparation.



BUT, we all have the same goal of helping students achieve success and be productive citizens!



We may experience disconnect from not fully understanding each other.



So, let's start off by first understanding the role of the school counselor.





1.
Who are School Counselors

Who are School Counselors?



Certified educators
(graduate-level trained)



Primary responsibility:
Improve student success for
ALL students



Foster Academic,
Social-Emotional, and
Career Development



Implement a data-driven
school counseling program



Part of the school
leadership team

Employed in School:



250:1

Recommended
student-to-
school counselor ratio

Delivery of School Counseling:

**Direct Services with
Students:**

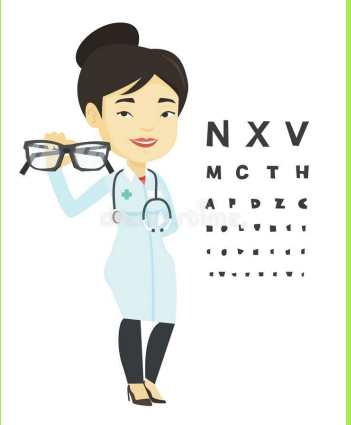
- Classroom Lessons
- Personal Learning Plans
- Short-term, individual & small group counseling
- Crisis management

**Indirect Services on
Behalf of Students:**

- Consultation and collaboration
- Advocacy for students and families
- Referrals
- Program coordination



School
~~GUIDANCE~~
~~COUNSELOR~~



**Primary Care
Physician
(School Counselor)**






School Counselor



School Counselors and Confidentiality

Reasons school counselors will
breach confidentiality with
students




Best Practice!

Put blurb in the student
handbook to explain how school
counseling services are for all
students

WHAT YOU SAY
STAYS HERE
UNLESS...



- Someone is hurting You
 - You want to hurt someone
 - You want to hurt yourself
 - You give permission to share with another trusted adult
- 



2.
**How School Counselors Impact Student
Success**

School Counseling Program

A "road map" to help school counselors implement a data-informed school counseling program that makes an impact on all students with student achievement and success

Benefits of a School Counseling Program

College & Career Readiness Skills

Students Taking Rigorous Courses

State Tests & ACT Scores

Graduation Rates

Attendance

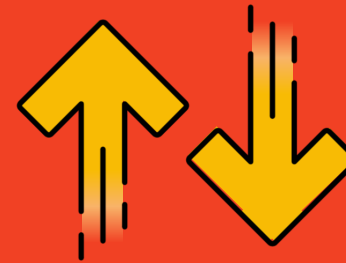
Burnham, B. (2021)

McKenzie, M., Ralls, M., & Van Zee, K. (2020)

Suspension Rates

Discipline Referrals

Student Reports of Being Bullied/Teased



How a School Counseling Program Benefits Stakeholders

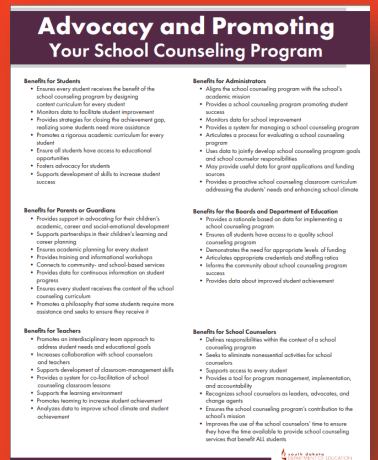
South Dakota Comprehensive School Counseling Program Model

2023 - 5th Edition



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Duncan (2023)



Do your students need help with any of these areas?

Critical thinking skills to make informed decisions	Responsibility for self and actions	Effective oral and written communication skills and listening skills
Creative approach to learning, tasks, and problem solving	Self-discipline and self-control	Positive, respectful, and supportive relationships with students who are similar to and different from them
Time-management organizational, and study skills	Independent work	Positive relationships with adults to support success
Self-motivation and self-direction for learning	Delayed gratification for long-term rewards	Empathy
Media and technology skills to enhance learning	Perseverance to achieve long- and short-term goals	Ethical decision-making and social responsibility
High-quality standards for tasks and activities	Ability to identify and overcome barriers	Effective collaboration and cooperation skills
Long- and short-term academic, career, and social-emotional goals	Effective coping skills	Leadership and teamwork skills to work to work effectively with others from different groups
Engagement in challenging coursework	Balance of school, home, and community activities	Advocacy skills for self and others and ability to assert self, when necessary
Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal opinions	Personal safety skills	Social maturity and behaviors appropriate to the situation and environment
Participation in enrichment and extracurricular activities	Ability to manage transitions and adapt to change	Awareness and responsiveness of similarities and differences among and between people from different cultures and backgrounds

School counselors teach them!

Mindsets and Behaviors

South Dakota
Mindsets & Behaviors
for Student Success
 K-12 College, Career, and Life-Ready Competencies for Every Student

The graphic features an illustration of a yellow staircase with various icons: a magnifying glass, a gear, a lightbulb, a laptop, a person climbing, a person sitting, a person holding a gear, and a person holding a folder. A large blue award ribbon with a checkmark is at the top. The background includes gears and clouds.

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South Dakota Mindsets & Behaviors for Student Success

The South Dakota Mindsets & Behaviors for Student Success describe the knowledge, attitudes, and skills students should be able to demonstrate as a result of a school counseling program to achieve academic success, college and career readiness, and social-emotional development.

MINDSETS COMPETENCIES		
M 1.	Belief in development of whole self, including a healthy balance of emotional, mental, physical, and social well-being	
M 2.	Sense of acceptance, respect, support, and inclusion for self and others in the school environment	
M 3.	Positive attitude toward work and learning	
M 4.	Self-confidence in ability to succeed	
M 5.	Belief in using abilities to their fullest to achieve high-quality results and outcomes	
M 6.	Understanding that postsecondary education and lifelong learning are necessary for long-term success	
BEHAVIOR COMPETENCIES		
LEARNING STRATEGIES	SELF-MANAGEMENT SKILLS	SOCIAL SKILLS
<i>Actions students take to aid in the cognitive work of thinking, remembering, or learning.</i>	<i>Ways to employ continued focus on a goal, despite obstacles, distractions, and temptations.</i>	<i>Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.</i>
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks, and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful, and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational, and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career, and social-emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively with others from different groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home, and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal opinions	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Awareness and responsiveness of similarities and differences among and between people from different cultures and backgrounds

School counselors utilize with students:



Classroom Instruction

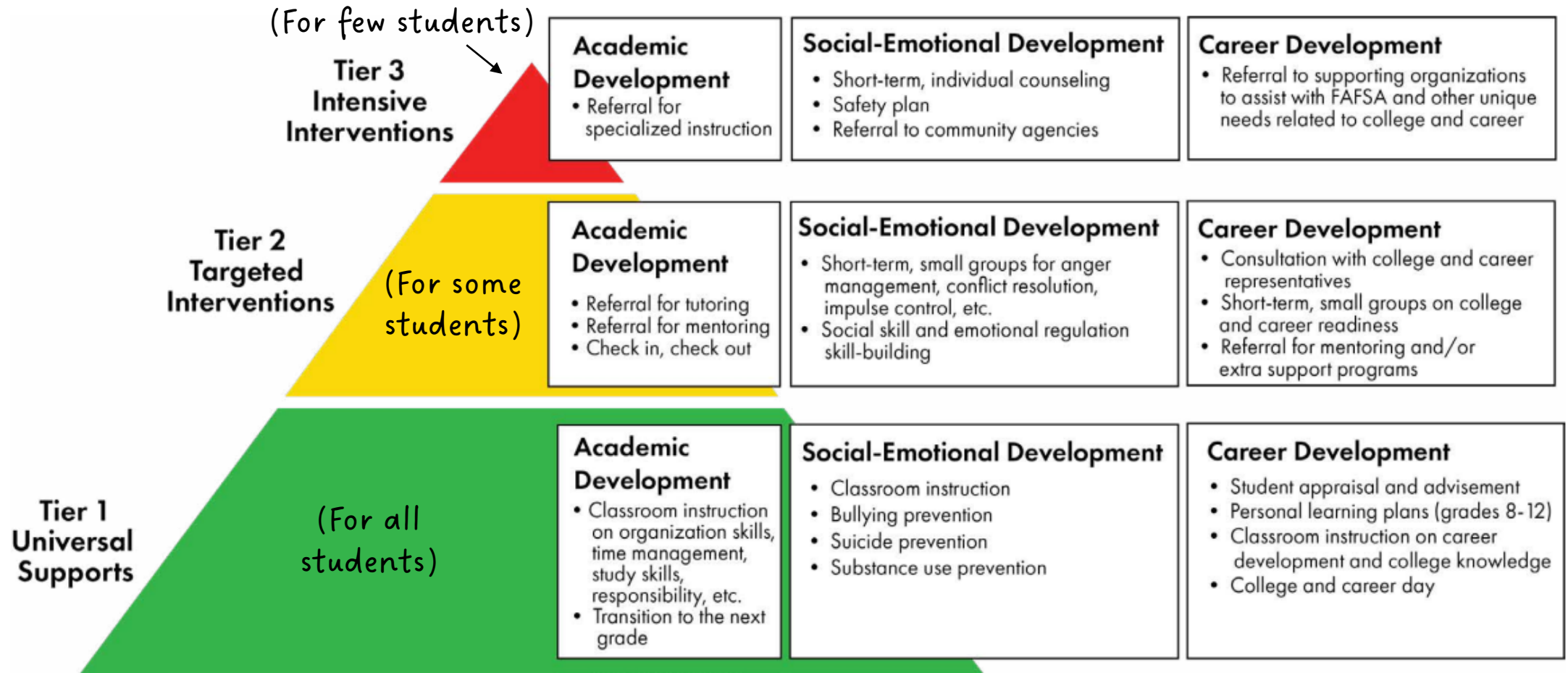


Small & Large Group Instruction/Counseling



Individual Work

EXAMPLE SCHOOL COUNSELOR ACTIVITIES WITHIN MTSS AND DEVELOPMENTAL DOMAINS



How does “other duties as assigned” impact student success?

Fair-Share Duty

Activity that all members of the school take equal turns doing to ensure the school's smooth operation.

vs.

Non-Counseling Duty

Any duty, task, or activity that falls outside of the appropriate role of the school counselor based on the SD School Counseling Model.

Guiding Questions

Is this a fair-share responsibility?

Does this task create an opportunity gap for students?

Does this task require a master's degree? (Are we using our school funding wisely?)

Appropriate Duties within a School Counselor's Role

South Dakota school counselors are trained to help students succeed in school and plan for career. Through a comprehensive school counseling program, school counselors can use data-informed interventions and support to help students succeed and support a healthy school culture. Non-counseling duties take away from a counselor's ability to meet student needs.

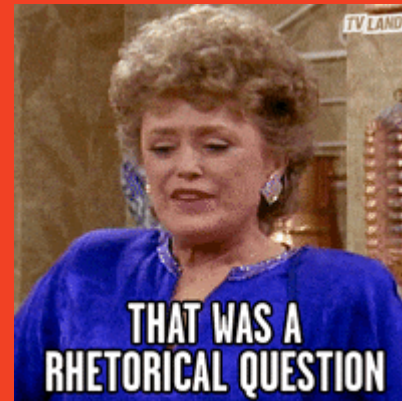
Why are Appropriate School Counselor Duties Important?

- School counseling services are available to all students. Non-counseling duties may create an opportunity gap, limiting access to services.
- Providing long-term benefits to a variety of the scope of "school counseling" training and expertise.
- Non-counseling duties hinder providing direct and indirect student services.



- Suggested guiding questions:**
1. Does this duty create an opportunity gap for students?
 2. Does this duty require a master's degree in school counseling?
 3. Is this a responsibility that all staff members take equal turns sharing?

APPROPRIATE DUTIES	INAPPROPRIATE DUTIES
Academic Planning, Assisting New Students, and Testing	
Admin, website, and review academic planning	Build the master schedule
Chart, coordinate, and provide academic advising for new students	Coordinate paperwork and data entry for all new students
Monitor cognitive, aptitude, and achievement test	Facilitate coordination with cognitive, aptitude, and achievement testing programs
Counseling Students & Addressing Behaviors (Behavior, Absenteeism, and Discipline)	
Provide short-term counseling to students who are tardy or absent	Sign notices for tardy or discipline students who are tardy or absent
Provide short-term counseling to students who have disciplinary problems	Perform disciplinary actions or assign discipline consequences
Provide short-term individual and small-group student counseling services	Provide long-term counseling or therapy to address psychological disorders
Provide short-term counseling opportunities for all students, including students who are on an individual education plan (IEP)	Provide long-term counseling or therapy to students or written in their individual education plan (IEP)
Student Records and GPA	
Integrate student records	Maintain student records
Analyze grade point averages in relationship to achievement	Compute grade point averages
Review student records and information per state and federal regulations	Keep records current
Working with Teachers and Principals	
Consult with teachers to schedule and present school counseling curriculum based on developmental needs and needs identified through data	Substitute teach classes when teachers are absent or to create teacher absence-free
Consult with teachers about building classroom connections, effective classroom management, and the role of noncognitive factors in student success	Supervise classrooms or campus areas
Consult with the principal to identify and resolve student issues, needs, and problems	Assist with the principal's duties
Student Support Plans and Awards	
Advocate for students' individual education plan (IEP) and 504 plan meetings, as necessary	Coordinate schoolwide individual education plans (IEP), 504 plans, and Response to Intervention (RTI) plan
Attend student study teams and Multi-tiered Systems of Support (MTSS) meetings to support students and be part of the school's leadership team	Coordinate and manage student study teams, Multi-tiered Systems of Support (MTSS), and school attendance review boards
Other	
Analyze demographic information and school counseling program data	Serve as a data entry clerk



Appropriate Duties within a School Counselor's Role



2.
**How to Partner with Your
School Counselor(s)**

Benefits of Collaboration

#1

When administration and counselors are on the same page, more is accomplished

#2

Different perspectives create larger visions



#3

Utilizing a team makes it easier to approach tasks

#4

You need to be on the same page prior to big events or crisis

Typical Barriers to Collaboration

Misperceptions about Roles

New to a Position

Working with Someone New

Lacking Experience

Lacking Confidence

Lack of Data

Lack of Time

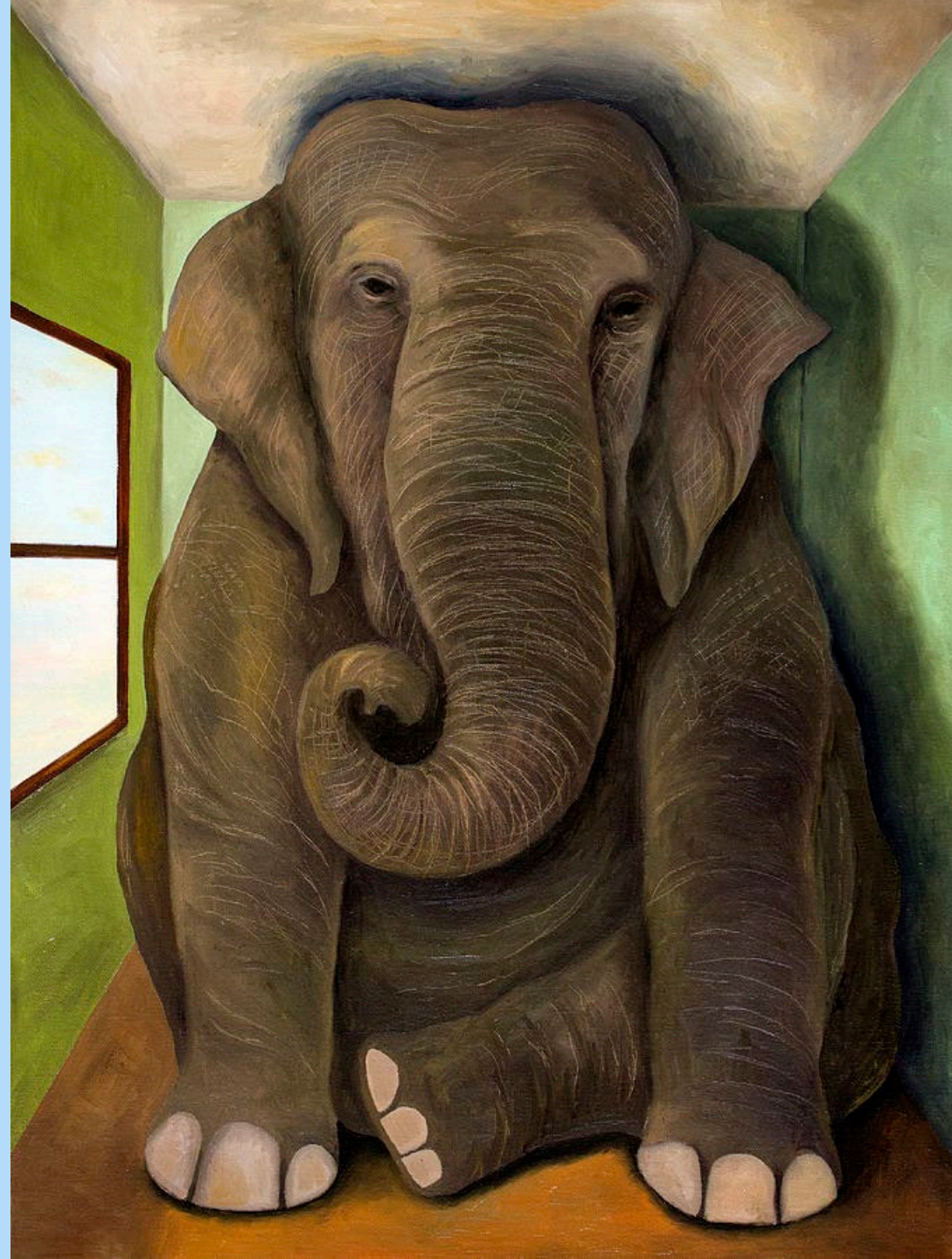
Worry About Increased Workload

Fear to Meet Administration

Personalities Clash

Dependence on Others Outside of School Counselor/Admin to Accomplish Tasks

Negativity-Focused Meetings



Not all barriers are bad!

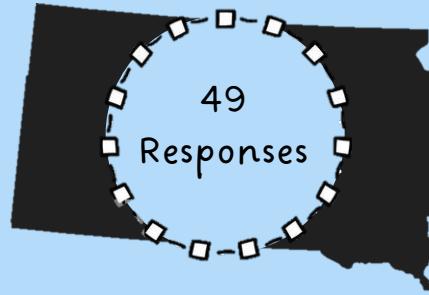


SOLUTIONS!

School Counselor Collaboration with Admin & School Board Members Survey

May 2023

Summary of Most-Mentioned Survey Results



Questions:

1. What is 1 technique you've used to create a collaborative relationship with your admin/school board?
2. What is 1 thing you would like them to know about your role?

Techniques South Dakota School Counselors Use to Create a Collaborative Relationship

PRINCIPALS

Regularly scheduled meetings

- Weekly

Discussion topics:

- Student concerns
- What the school counselor is doing
- Upcoming events
- Data

SUPERINTENDENTS

Regularly scheduled meetings

- Monthly

Discussion topics:

- Ask superintendent for input
- Keeping informed on school counseling activities

SCHOOL BOARDS

Presentations on:

- School counseling program data
- Issues impacting youth
- Updates on school counseling

Attend school board meetings

Provide input to board on issues

What SD School Counselors Want You to Know

ADMINISTRATORS

They are busy - please don't assume their workload

Awareness of appropriate school counselor duties

Not a dumping ground for extra duties

They are uniquely trained (not a teacher or administrator)

They are mental health professionals who serve ALL students

They utilize confidentiality + times it is broken

SCHOOL BOARDS

Become educated on appropriate roles of school counselors

They support & care about ALL students

There are growing mental health needs for students

They play a vital role/ are irreplaceable

They are required to have a master's degree

Appropriate ratio of 250 students: 1 school counselor

They need your support to avoid burnout

And now, what you've been waiting for:

COLLABORATION STRATEGIES



Ways for Principals to Partner with School Counselors

#1

Schedule regular meeting times with school counselor

(Put meetings in your calendar!)

#2

Encourage use of "school counselor" title with staff

(Change all building signage & business cards to reflect this title)

#3

Prioritize School Counselor-Focused Professional Development

(This opens the door for more collaboration!)

#4

Evaluate School Counselors with Appropriate Evaluations

(Stray away from the teacher evaluations)

#5

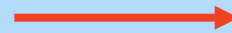
Request School Counselor(s) be Leaders in the Building

(Which teams are they members of and which should be they become members?)



Ways that Principals can *support* School Counselors!

Encourage counselors to attend professional development and conferences



Return on Investment = Value Added



[Counselor Connections](#)

SDSCA's 16th Annual Counselor Connections Workshop

Date: October 18, 2024

Location: SDSU Campus, Brookings SD



[Book Studies](#)

SDSCA will be facilitating book studies during the 2024-25 school year. More information about the book studies will be posted closer to the start date.

South Dakota School Counselor Association
Professional Development

Resources for Principals

Annual Administrative Conference

Annual Administrative Conference

School Counselor _____ School Year _____

After completing the school data summary, I have identified the following data priorities:

Based on these data priorities, I will address the following goals as listed in the annual student outcome goal plan templates:

Annual Student Outcome Goals	
1	
2	

School Counselor Use of Time

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.

Use of Time from Previous School Year			
<i>Based on two use-of-time 5-day calculators from previous school year (attached)</i>			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%

Use-of-Time Plan for Current School Year			
<i>Indicate your planned time allocations for this school year</i>			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

(Complete within the first 2 months of school)

School Counselor/Administrator Monthly Check-In Tool

[Enter School Name Here]
Monthly School Counseling Tasks Calendar
***DRAFT* Administrator Check-In Tool TEMPLATE**

	BEFORE THE START OF THE SCHOOL YEAR	Contact Person
✓	Published districtwide AND school site school counseling annual calendar (for administration, staff, families, & students to view)	
	Completed Tier 1 core curriculum and Tier 2 action plans for the school year	
	Completed Annual Agreement (one per counselor - please sign it and return to them)	
	Staff presentation about the school counseling program (including SMART goals, Tier 1 core curriculum action plan, Tier 2 action plan, and other program activities for the school year, as well as results from the previous year)	

	AUGUST/SEPTEMBER (First Month of School)	Contact Person
✓	Widely publicize school counseling program, academic support programs, college/career programming, and social/emotional interventions and the plan for targeting underrepresented populations/families	
	Scheduled "data day" for reviewing grades, behavior, attendance, and other relevant data and determining which students qualify for interventions	
	Completed lesson plans and corresponding pre-post tests (aligned with SMART goals) that will be delivered this school year	

	OCTOBER	Contact Person
✓	Scheduled "data day" for reviewing Quarter 1 data (grades, behavior, attendance, and other relevant data) and determining which students qualify for interventions	


	NOVEMBER	Contact Person
✓	Report of students eligible for Tier 2 interventions and the schedule for those interventions	
	Tier 1 core curriculum accountability sheet for Quarter 1 (what lessons were presented, to whom, and any results)	
	Plan for assisting all students in updating their 4-year plans (high school) and 6-year plans (middle school)	

	DECEMBER	Contact Person
✓	Implementation of school counseling annual calendar items	

(Can guide conversations during meetings between administrators and school counselors)

Resources for Principals

Annual Evaluation for School Counselors

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School Counselor Performance Appraisal


School Counselor _____
 Evaluator _____
 Position _____
 Date _____

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL BELIEFS	
Description	Rating 0-3
Mindsets	
Demonstrates belief that each student can succeed and graduate from high school prepared for postsecondary and career opportunities	
Demonstrates belief all students should have access and opportunity to a high-quality education	
Demonstrates belief all students should have access to the school counseling program	
Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders	
Demonstrates belief that school counselors are leaders in the school, district, state and nation	
Demonstrates belief that school counseling programs promote and enhance student academic, career, and social-emotional outcomes	
Observations and comments:	

(Aligned to South Dakota School Counselor Professional Standards and Competencies)

The Transformed School Counselor Self-Assessment



THE TRANSFORMED SCHOOL COUNSELOR SELF-ASSESSMENT

For each description, reflect on your duties and responsibilities currently. Circle the number that best reflects your role on a continuum of 1 being most in line with Guidance Counselor and 5 being School Counselor. Then add up your points from Page 1 and page 2 and write your total at the bottom of the self-assessment.

GUIDANCE COUNSELOR	SCHOOL COUNSELOR
Reactive counseling	Proactive, preventative counseling
1 ← 2 ← 3 ← 4 ← 5	1 ← 2 ← 3 ← 4 ← 5
Serves some students	Serves ALL students
1 ← 2 ← 3 ← 4 ← 5	1 ← 2 ← 3 ← 4 ← 5
Focuses mostly on mental health	Focuses on providing supports within three domains (academic, social/emotional, postsecondary) to impact student achievement
1 ← 2 ← 3 ← 4 ← 5	1 ← 2 ← 3 ← 4 ← 5
Utilizes a clinical model focused on student deficits	Utilizes an educational model focused on student strengths
1 ← 2 ← 3 ← 4 ← 5	1 ← 2 ← 3 ← 4 ← 5
Ancillary support	Integral member of the school leadership team
1 ← 2 ← 3 ← 4 ← 5	1 ← 2 ← 3 ← 4 ← 5
Loosely defined role	Clearly defined role
1 ← 2 ← 3 ← 4 ← 5	1 ← 2 ← 3 ← 4 ← 5
Focuses mostly on counseling services provided	Focuses on outcomes from services provided
1 ← 2 ← 3 ← 4 ← 5	1 ← 2 ← 3 ← 4 ← 5

(Useful for developing a professional development plan)

Discussion questions after school counselor completes self-assessment:

What are some areas of strength and areas of thoughtfulness?

What needs to happen to begin moving toward "school counselor" in identified areas?

What steps are manageable to take this year?
How will you follow up on this?

What resources of support is needed?

Ways for Superintendents to Partner with School Counselors

#1 Go through counseling data with school counselors

(...and how the school counseling plan impacts the district)

#2 Ask Student Services/School Counselors to be involved in strategic plan

(Counselors and student services understand student needs on a deeper level than district level administrators. Input is vital in setting visions for the district.)

#3 Utilize school counselors to present to school board

(Gives school counselors a voice to the board and shows unity)



Ways for School Board Members to Partner with School Counselors

#1

Invite them to attend a meeting

(A great way to get their "feet wet" before presenting to the school board)

#2

Encourage them to present updates at a school board meeting

(They can provide quick data updates on:

- impact of their school counseling program
- topic of implementation
 - i.e., impact of lesson on graduation requirements to 9th graders)

#3

Encourage administration to give them a seat at the table

(They're a school-based mental health expert - use them! Include them in committee meetings, workgroups, etc.)

#4

Ask for data updates on the impact of their program

(They can show how students are impacted from the services they provide)



Ways Everyone Can Partner Together

Celebrate Each Other!

(Recognize events that promote each others' professions)

October: National Principals Month

October 16, 2024: Boss' Day

January: School Board Recognition Month

February 3-7, 2025: National School Counseling Week

April 7-11, 2025: Assistant Principals Week

May 1, 2025: School Principals' Day

COMMUNITY & SCHOOL
Appreciation Days

GRANDPARENTS DAY - <i>early September</i>	SCHOOL LIBRARIAN DAY - <i>early April</i>
GOOD NEIGHBOR DAY - <i>late September</i>	ASSISTANT PRINCIPAL DAY - <i>early April</i>
SCHOOL PRINCIPAL MONTH - <i>October</i>	SCHOOL VOLUNTEER DAY - <i>late April</i>
SCHOOL CUSTODIAN DAY - <i>early October</i>	ADMIN PROFESSIONAL DAY - <i>late April</i>
COACHES DAY - <i>early October</i>	SCHOOL NURSE DAY - <i>early May</i>
VETERAN'S DAY - <i>November 11th</i>	SCHOOL BUS DRIVER DAY - <i>early May</i>
WORLD KINDNESS DAY - <i>mid-November</i>	SCHOOL LUNCH HERO DAY - <i>early May</i>
ED SUPPORT PROFESSIONAL DAY - <i>mid-November</i>	PRINCIPAL DAY - <i>early May</i>
SUBSTITUTE TEACHER DAY - <i>mid-November</i>	TEACHER APPRECIATION WEEK - <i>early May</i>
SCHOOL BOARD MONTH - <i>January</i>	
SCHOOL RESOURCE OFFICER DAY - <i>early January</i>	
SCHOOL COUNSELOR WEEK - <i>early February</i>	
MAINTENANCE WORKER DAY - <i>early March</i>	
SCHOOL SOCIAL WORKER WEEK - <i>mid-March</i>	
PARAPROFESSIONAL DAY - <i>early April</i>	

**SPREAD
KINDNESS &
GRATITUDE**

LET'S CULTIVATE
GREATNESS





3. Additional Resources

School Counseling

As part of the education team, school counselors foster development in career, academic, and social/emotional areas for ALL students by implementing a comprehensive school counseling program.

The menu of options below provides information to assist South Dakota school counselors.



[+ South Dakota Comprehensive School Counseling Program Model](#)

[+ School Counselor Evaluation Tools](#)

[+ School Counselor Certification](#)

[+ National Board Certification](#)

[+ South Dakota-Specific Useful Links for School Counselors](#)

[+ School Counselor Resources](#)

The Main Resource: SD DOE School Counseling

<https://doe.sd.gov/cte/counselors.aspx>

Additional Resources

 (Images are Hyperlinked!)

Who are South Dakota School Counselors?

South Dakota school counselors work at all levels of the K-12 school system. They are trained to help students succeed in school and plan their careers. Through the implementation of a school-based comprehensive school counseling program, they can impact the academic, achievement, career development, and social-emotional development of all students.

School Counselor Qualifications

- Acquire state certification as a school counselor
- Education Specialist by passing a written language arts exam
- Must hold a B.S. or higher degree in higher education with one year of experience by a master school counselor and passing the state-developed school counselor test (SDSCA 2020-21)
- 400 continuing education requirements through professional development
- 1 school professional ethics

School Counselor Areas of Employment in South Dakota

LEVEL	NUMBER	PERCENT
Elementary	100	10%
Middle	100	10%
High School	800	80%

School counselors are also employed in district supervisory positions. Beyond the K-12 school system, they are employed at the college/university level as indicators for school counselor preparation programs.

Ideal Counselor: 250 students per school counselor

This ideal counselor-to-student ratio is based on the goal of spending 90% of their time working in a school of all students. This does not vary widely, although school-to-school counselor ratios vary by district. In school year 2020-21, the average ratio statewide was 343 to 1.


How do school counselors support students?

South Dakota school counselors play an essential role in the overall school system and as part of the leadership team by creating a culture of success for all students.

- Manage and implement a comprehensive school counseling program that utilizes data-informed interventions to ensure all students receive the supports they need to succeed
- Help all students
 - Apply academic achievement strategies
 - Develop positive and positive attitudes
 - Monitor learning strategies for success in academic, career, and life
 - Explore career interests
 - Plan the postsecondary system, such as higher education, military, and the workforce
- Work on behalf of students through
 - Collaboration and collaboration with teachers, teachers, administrators, and the community
 - Advocacy and individualized work as an individual education plan (IEP) or 504 plan meeting
 - Data analysis to identify student needs

South Dakota Comprehensive School Counseling Program Model

2023 - 5th Edition



South Dakota School Counselors Association (SDSCA) logo and Department of Education logo.

School Counseling

As part of the education team, school counselors foster development in career, academic, and social/emotional areas for ALL students by implementing a comprehensive school counseling program.

The menu of options below provides information to assist South Dakota school counselors.

- + South Dakota Comprehensive School Counseling Program Model
- School Counselor Evaluation Tools

The resources listed below are focused on annual evaluation for school counselors. Administrators are encouraged to use either type of evaluation tool when conducting school counselor evaluations.

- Aligned with South Dakota School Counselor Professional Standards and Competencies
 - School Counselor Performance Appraisal
- Aligned to the Charlotte Danielson Framework for Teaching
 - South Dakota School Counselor Annual Evaluation Supporting Document
 - South Dakota School Counselor Annual Evaluation Report

SAVE THE DATE

10.18

COUNSELOR CONNECTIONS

SDSU, BROOKINGS

SDSCA logo and Department of Education logo.

SCHOOL COUNSELOR: A Title that Matters

South Dakota school counselors are trained to help students succeed in school and plan their careers. They play an essential role in the overall school system and as part of the leadership team by creating a culture of success for all students.

Historically, they were called "guidance counselor" because their job focused primarily on guiding students in careers. As society and students' needs have changed, the title has become more holistic. The title "school counselor" is a more accurate reflection of the work, which now encompasses these domains: academic, career, and social/emotional.

Why does the title matter?

- In South Dakota, anyone employed as a school counselor must have the proper training and credentials to be certified as a school counselor through the South Dakota Department of Education (SDDE) (13-10-10)
- Research has shown that individuals with the title "guidance counselor" are perceived as less competent than those with the title "school counselor" (Dworkin et al., 2018) thereby decreasing their contributions to the school system.


SCHOOL COUNSELOR	VS	GUIDANCE COUNSELOR
Employed across all grade levels, K-12		Employed mostly on the high school level
Serves all students, meeting their individual needs		Serves some students with the most need
Proactive, preventative, and data-informed counseling		Reactive counseling
Focuses on providing supports within three domains (academic, career, and social/emotional) to impact student achievement		Focused mostly on mental health
Clearly defined role within a comprehensive school counseling program		Loosely defined role with no guiding program
Spends most time providing universal support for all students through classroom instruction, leadership programs, and individual student planning		Spends most time providing individual counseling, small group counseling, and crisis response
Integral member of the school leadership team		Advisory support role in the school
Advocates for students and policy change when needed, so all students receive the necessary supports to achieve success		Manages roles and policies and procedures, regardless of their impact on students
Advocates for all students to have access to rigorous courses		Gatekeeper of which students lack rigorous courses
Addresses students on multiple postsecondary pathways		Mostly helps four-year priority-track students plan for college
Impact is measured on achievement, attendance, and discipline data		Impact is measured by feelings and perceptions reported by individuals

"School Counselors" more accurately reflects these professionals' roles, responsibilities, and training.

For more information, visit the SD Department of Education School Counseling website or the School-Based Mental Health Providers in South Dakota website.

School-Based Mental Health Providers in South Dakota

November 2021



Students who receive social-emotional, behavioral, and mental health support are more successful in school when it comes to academic achievement, classroom behavior, and engagement in learning. School-based mental health providers help students develop an ability to cope with life's challenges so they may learn, thrive, and grow.

Logos for SDSCA, SDASP, N.A.S.W., DSS, and South Dakota Department of Education.

Roles of Student Service Providers

"In a perfect world, what would be our ideal arrangement, based on each profession's ethics/standards?"

Click on the links below to access a folder of information about each profession (ethics, models, role statements, etc.). Also see the Framework for Safe and Successful Schools and Joint Teaming Statement, co-drafted by ASCA, NASP, SSWAA, NASRO, NAEFP, and NASPP in 2013.

Service Provided/Role	School Counselor	School Social Worker	School Psychologist
Teaching standards-based, developmental classroom lessons within the academic, social/emotional, and career domains			
Schoolwide peer 1 activities (i.e. high school fairs, college tours, orientations, bully prevention week, Day of Silence)			
Facilitation of group counseling and manualized small group interventions (i.e. CBITS, Bounce Back, SPARCS, Anger Coping)			
Restorative conversations			
Family workshops			
Postsecondary advising, supports, and advocacy			
Academic advising/course planning			
Credit recovery			
Dual enrollment, dual credit, early college			
Individual Learning Plan (ILP) supports			
Students in Temporary Living Situations support			
Assisting in the development of Behavior Support Plans			
Counseling services to students with disabilities (IEP minutes)			
Assessment of students for possible SpEd or 504 services			
Transition plans for incarcerated, expelled, or hospitalized students			
Home visits			
Crisis response			
Completion of suicide/threat assessments			
Psychiatric care			
Teacher consultation			
Family consultation			
Long-term family therapy			
Long-term student therapy			
Monitoring student data regularly to identify those in need of additional supports			
Closing-the-gap activities			

SD School Counselor Association (SDSCA) Counselor Connections

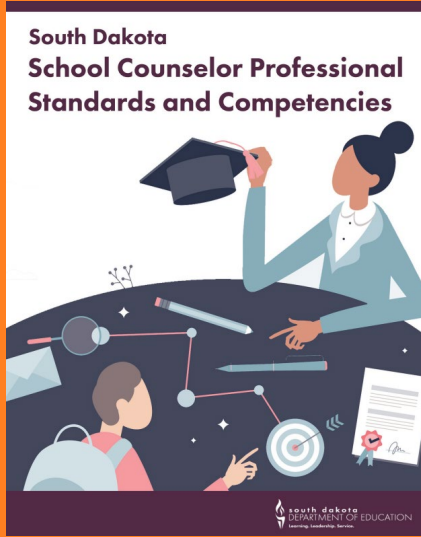
- Present on how administrators can partner with school counselors at SDSCA Counselor Connections! Oct. 18 in Brookings
 - Call for Programs

Telemental Health in Schools

Long-term, tele-counseling at no cost to school

School services providers use to avoid overlap in services & ensure students receive necessary supports

Additional Resources (Recruit/Hiring)



Use as a guide to recruit and hire highly-qualified school counselors

South Dakota School Counseling Graduate Programs
(May be worth reaching out to professors when there are openings!)

- [Northern State University](#)
- [South Dakota State University](#)
- [University of South Dakota](#)



(Images are Hyperlinked!)

SDSCA SD School Counselor Association Home About Membership More

Information for Administrators

Welcome District and School Administrators!

School counselors are uniquely trained to help students succeed in school and plan their career through fostering academic, career, and social/emotional development. They play an essential role in the overall school system and as part of the leadership team by creating a culture of success for all students. Employed at all levels in the K-12 school system, school counselors implement a data-informed school counseling program to impact student achievement, attendance, and behavior.

SDSCA recognizes how vital school counselor-administration collaboration is to champion student success. This page is geared at providing information and resources to help administrators partner with and utilize their school counselors.

[Administrator Advocacy Award](#)
[Recipient](#)

Noteworthy:

Hiring & Interviewing resources (job description and interview questions)

Additional Resources to Share with School Counselors

(Images are Hyperlinked!)

14 Tips for New School Counselors

MAKE A COLORFUL START TO A SUCCESSFUL SCHOOL YEAR!

- TIP 1** Find a mentor school counselor
- TIP 2** Visit with your administrator to discuss expectations
- TIP 3** Complete an Annual Administrative Conference
- TIP 4** Gather and collect data
- TIP 5** Prepare introductory materials
- TIP 6** Present "Meet the Counselor" lessons
- TIP 7** Become familiar with a comprehensive school counseling model
- TIP 8** Avoid the therapy trap
- TIP 9** Complete a yearly calendar of activities
- TIP 10** Track your time
- TIP 11** Establish an advisory council
- TIP 12** Plan your professional development
- TIP 13** Join professional associations
- TIP 14** Practice self care

2024-2025 SCHOOL COUNSELING ANNUAL CALENDAR

Color Key: (Category) Important! Professional Development Assessment/Testing (Grade Range) All grades (K-12) Elementary School (K-5) Middle School (6-8) High School (9-12) K-8 grades Middle School & High School

Month	DELIVERING Direct Student Service: Instruction	DELIVERING Direct Student Service: Appraisal & Advisement	DELIVERING Direct Student Service: Counseling	DELIVERING Indirect Student Services: Referrals, Collaboration, Consultation	PROGRAM PLANNING & SUPPORT Defining, Managing, Assessment, Fair-Share Responsibilities
ONGOING SERVICES	The South Dakota School Counselor Association (SDSCA) website has national educational & health awareness weekly/monthly themes that may be utilized as part of delivering school counseling services throughout the school year.	<ul style="list-style-type: none"> New student transition <ul style="list-style-type: none"> Transition planning and academic advising upon enrollment Assist students with academic planning Review & update Personal Learning Plans* Promote scholarship and enrichment opportunities 	<ul style="list-style-type: none"> Individual counseling School crisis team (as needed) 	<ul style="list-style-type: none"> IEP meetings Teacher (TAT) meetings Teacher/admin consultation Parent meetings Grade-level meetings Advisory council meetings (twice per year) Paraprofessional conferences Make pertinent articles and research available to staff 	<ul style="list-style-type: none"> Establish school counseling annual, monthly & weekly calendars Faculty meetings Review grade & attendance reports Collect data Keep a time log to assess use of time

2024-2025 School Counseling Annual Calendar | 2

SD Model Elements	Elements Completed	Year 1 Elements to Complete	Year 2 Elements to Complete	Year 3 Elements to Complete
Define				
Develop mission statement				
Develop philosophy and statement of beliefs				
Develop goals				
Select Mindsets and Behaviors				
Manage				
Develop Advisory Council				
Develop year-long calendar				
Develop Core Curriculum Action Plan				
Develop Core Curriculum Lesson Plans				
Develop Closing the Gap action plan				
Develop Closing the Gap Lesson Plans				
Analyze student achievement and related data				
Analyze disaggregated data				
Evaluate Mindsets and Behaviors related data				
Show Program Evaluation Data: process, perception and results				
Process data over time: Immediate, Intermediate, Longitudinal				
Deliver				
Develop core curriculum based on standards based on data				
Develop individual planning				
Develop responsive services				
Develop system support				
Assess				
for action plans				
for the closing the gap action plan				
Develop results over time				
program and submit to supervisor				
program and submit to supervisor				

Flashlight Presentations

(method to "shine a light" on one thing done in school counseling program to share with stakeholders)

- [Flashlight Presentation Template \(6-8-minute presentation\)](#)
- [Flashlight One-Pager Template](#)

Hartline (2022)
Hatch, T., & Hartline, J. (2021)

[14 Tips for New School Counselors](#)

[Annual Calendar Template for School Counselors](#)

[SD Counseling Model Implementation Chart](#)



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The 'Flashlight Presentation' slide includes sections for:

- Abstract/Summary
- Rationale and Need
- Mindsets & Behaviors/Standards
- Competencies
- School Counseling Program Activities

The 'Flashlight One-Pager' template includes:

- {School Name} School Counseling Department
- {Insert school counselor names}
- {Insert School Photo, or School Counseling Photo}



Additional Resources to Share with School Counselors

(Images are Hyperlinked!)



sdschoolcounselors.com

SDSCA Mentoring Program

SDSCA is proud to offer a Mentoring Program to members who are newer to the field of school counseling or are new to South Dakota.

SDSCA attempts to match members with experienced school counselors in similar grade levels and/or geographic areas. Mentors field questions, provide information for resources, help with networking, and offer support.

If you are new to the school counseling profession or to the state (less than five years) OR are interested in serving as a mentor and a member of SDSCA, please see the links below. If you are not a member, but would like to participate, you may become a member by [clicking here](#).

Thank you for your interest!

Interested in being mentored?

[Get a Mentor](#)

Interested in becoming a mentor?

[Become a Mentor](#)

Questions?

Please contact Mentoring Chair at

SDSCA Mentoring Program



SDSCA Board Members at Board Retreat (July 2024)



Professional development for school counselors by school counselors!



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