

## **School Counselor Collaborative Cohort October 2023 - May 2024**

October 19, November 7, January 25, March 11, May 2  
Hours: 9 AM - 3:30 PM  
(plus 10 hours of reading reflection and discussion)  
Instructors: Rachel Petraska, Patti Tomashot

This course will be taught either in person or virtually, as needed. The in person classroom is equipped with a Zoom Room Classroom Camera and Audio for remote access for participants.

Location: CVEDC Classroom, 150 Kennedy Drive, South Burlington, VT  
Text: [ASCA National Model: A Framework for School Counseling Programs](#) (4th edition)  
Credits: Three optional St. Michael's College graduate credits

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### **Course Description and Rationale**

Effectively supporting counselors (both new and experienced) is crucial for both retention and developing expertise in relation to a student's academic achievement as well as their social and emotional well being. School counseling programs improve a range of student learning and behavioral outcomes (Savitz-Romer et al, 2022). Effective school counseling programs are a collaborative effort between the school counselor, families, community stakeholders, and other educators to create an environment resulting in a positive impact on student achievement. Education professionals, including school counselors, value and respond to the diversity and individual differences in our societies and communities in culturally sensitive and responsive ways. School counseling programs in both the brick-and-mortar and virtual settings ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

Participants will discover practical strategies to manage their caseload, increase student achievement, build strong relationships through this collaborative experience and how to tend to their own wellness and self-care to avoid burnout and early career attrition. Using the lens of continuous improvement, this course is designed to meet the learning needs of school counselors with varying levels of experience and expertise. These learning opportunities are designed to align with the American School Counseling Association (ASCA) national standards as well as the Vermont School Counseling (VTSCA) Model. The ASCA and VTSCA standards serve as the foundation for school counselors' work in providing direct and indirect student services for all students and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program.

Participants will enhance their professional learning led by Vermont experts in the school counseling field and those that work closely with school counselors (special education, administration, curriculum and assessment).

Participants' work in the course will be the development of a continuous comprehensive school counseling program for your school/grades that you support.

We will use School Reform Initiative (SRI: A Community of Learners protocols. Protocols are tools for building the skills and culture and creating the space and time necessary for reflective dialogue and collaboration. They allow us to build trust as we engage in meaningful and authentic work. Protocols are most powerful and effective when used within an ongoing professional learning community and supported by skilled facilitators.

### **VT School Counseling Standards Addressed (5440-64)**

Foundational Knowledge: 1.2, 1.3, 1.4

Core Theories and Concepts: 2.1, 2.2, 2.3, 2.4

Instructional and School Counseling Interventions: 3.1, 3.2, 3.3, 3.4

Student Learning Outcomes: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6

Design/Implement/Assess Comprehensive School Counseling Program: 5.1, 5.2, 5.3, 5.4, 5.5

Professional Practice: 6.1, 6.2, 6.3

Ethical Practice 7.1, 7.2, 7.3, 7.4

### **Course Objectives**

We will deepen our understanding as well as reflect on and respond to these areas:

- Use and understand the ASCA and VTSCA Model
- Exploring values
- Navigate the six phases of a beginning and experienced school counselor
- Find evidence based curriculum for all grades
- Meet the ASCA national standards and understand the domains
- Implement and market a school counseling program
- Enhance practices (e.g., SEL, post-secondary planning)
- Build a cohort of counselors for continued PD
- Build in self-care to avoid burnout
- Grow successful relationships with your stakeholders
- Influence budget and contract negotiations
- Handle workplace bullying

### **The Course Schedule**

The topics and order are subject to change based on participants' needs. Prior to each class, there will be a detailed agenda provided.

#### **October 19, 2023 Session 1 What do you stand for? Why does having a model matter?**

- Values - an exercise to define your values and reflect on what matters to you

- ASCA National Model Executive [Summary](#) - outlines the components of a school counseling program that is integral to the school's academic mission and is created to have a significant positive impact on student achievement, attendance and discipline
- ASCA National [Standards](#) - the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development
- ASCA Position [Statements](#) - the organization's position on specific topics in education and define the role of the school counselor relative to those topics
- ASCA [Ethical Standards](#) - specifies the obligation to the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism
- Self-care exercise

At the end of this session, you should be familiar with the ASCA and VTSCA model, explain how the models lead to strong advocacy for students and the school counseling program, implement components of the model and access ASCA and VTSCA model resources. You will also use SRI protocols and practice a self-care exercise.

**November 7, 2023 Session 2 How do you build relationships to enhance your practice? What are the stages of counselor development?**

- The importance of relationships - frontloading school relationships
- Working with stakeholders - school counselors practice in a unique setting, with responsibility not only to students but also to other adults inside and outside the school
- Implementing and Marketing a school counseling program
- Stages of counselor development - surviving your early years and beyond
- Situation case presentation
- Self-care exercise

At the end of this session, you will enhance your knowledge of relationship building, partnering with your stakeholders, how to communicate with administrators, create an initial outline to market your program, understand stages of school counselor growth and participate in a collaborative situation case presentation. You will enhance your skills in mentoring and being part of a professional development cohort. You will also use SRI protocols and practice a self-care exercise.

**January 25, 2024 Session 3 How to stay organized and provide direct service? How to collect data to demonstrate success? How to select a curriculum?**

- Direct service - ASCA National Model recommends that school counselors spend 80% or more of their time in direct and indirect services to students
- Data - finding and using data is vital to support optimal student achievement and social/emotional outcomes for all students. Therefore, comprehensive school counseling programs should begin and end with the continuous cycle of using data to optimize data-driven decision outcomes
- Curriculum - selecting evidence-based curricula and activities to accomplish objectives, or select/develop other materials informed by research, matching the three domains
- SEL curriculum - considering what is out there (e.g., Changing Perspectives)
- Situation case presentation
- Self-care exercise

At the end of this session, you should be familiar with data (participation data, outcomes data) and the ethical responsibility to review school and student data to determine needed interventions, consider methods to track your direct and indirect service time (within domains), explore how to find and select curriculum and continue to enhance your skills in mentoring and being part of a professional development cohort. You will also use SRI protocols and practice a self-care exercise.

**March 11, 2024 Session 4 How to influence a budget and contract negotiations? What are effective classroom management strategies? How to integrate services for safe and successful schools?**

- Budgets and contracts - get funding for a school counselor budget using data and assessment results and working with contract negotiators to know and understand the school counselor role (e.g., following ASCA national standards)
- Classroom management strategies - is the content of our classroom lessons important? Of course. Equally important is our classroom management: *how* we deliver the content of our lessons
- Integrated services (e.g., social workers, school psychologists, SEL coordinators) - school counselors, school psychologists and school social workers all offer unique individual skills that complement one another so that the sum is greater than the parts
- Situation case presentation
- Self-care

At the end of this session you will learn the value of advocating for a budget that meets the needs of your students, explore classroom management strategies and effectively work with other service providers within your school. You will also use SRI protocols and practice a self-care exercise.

**May 2, 2024 Session 5 What is the role of the school counselor with HHB? How does a school counselor create/design PD for faculty? How does a school counselor get involved at the state level and “give back” to the profession? What is workplace bullying?**

- HHB - collaborate with others in the school and community to promote safe schools and confront issues threatening school safety, encourage the development of local policies supporting a safe school environment, and provide leadership to the school by assisting in the design and implementation of schoolwide prevention activities and programs
- PD for faculty - designing effective PD that works as well as promoting skills and knowledge
- Giving back to your profession - discover the value of mentoring and participating in the local school counseling organization, establish and grow leadership skills
- Workplace bullying - bullying behavior doesn't just happen among the student population - learn what to do if you or colleagues are targets of workplace bullying
- Situation case presentation
- Self-care

At the end of this session, you will explore the role of the school counselor with HHB, work with faculty and administration on designing PD, finding ways to give back to your profession and managing workplace bullying. You will also use SRI protocols and practice a self-care exercise.

### **Course Requirements**

Required evidence of learning in the course objectives and target areas of school counseling includes but may not be limited to:

- Attendance at all sessions
- Completion of all readings
- Completion of partnered assignments and situation case presentation to class
- Actively participating in all classroom discussions and activities
- Presentation of continuous comprehensive school counseling program
- 10 hours of reading reflection and discussion (outside of class hours)

### **Evaluation and Grading**

Participation and attendance (35%)

Situation presentations (30%)

Completion of assignments including final plan (35%)

### **Other Helpful Readings**

- American School Counseling Association National Model
  - <https://www.schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs>
- Vermont School Counseling Association Model
  - [https://www.vermontschoolcounselor.org/comprehensive\\_model](https://www.vermontschoolcounselor.org/comprehensive_model)
- Vermont Department of Education Flexible Pathways Initiative created by Act 77
  - <http://education.vermont.gov/student-learning/flexible-pathways>
- Reporting Abuse of Children (Vermont). Review reporting law and these links:
  - [http://dcf.vermont.gov/fsd/reporting\\_child\\_abuse](http://dcf.vermont.gov/fsd/reporting_child_abuse)
- Vermont School Climate - Policy, HHB, Designated Employees, Investigation
  - <https://education.vermont.gov/school-climate#hbb-model-policyHarassment>
  - and Bully Laws/Policies:
- Vermont PBIS information
  - <https://www.pbisvermont.org/>
- FERPA Regulations:
  - Law: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- Ethical Standards for School Counselors
  - <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>
- ASCA Position Statements
  - <https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements>

- Vermont State Department of Education Licensure Endorsements for School Counselors (we will provide a hard copy draft that is currently being reviewed by the VT AOE, March 2023)
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- Section 504 of the Rehabilitation Act of 1973:
  - <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

## Faculty Bios

Rachel Petraska

Rachel has been working in the education field for more than 25 years as a school counselor. She is currently working as the school counselor for grades 6-8 at Shelburne Community School. Her work includes serving as an adjunct professor and internship supervisor at the University of Vermont. Rachel is also a faculty member for GrowVT-ED Academy, supporting school counselors pursuing state licensure through peer review. Rachel has served on a VT AOE Results Oriented Program Approval (ROPA) Review Team, to review masters-level educational programs in Vermont and a review and revision panel for the VT school counseling endorsement. From 2021-23, Rachel worked with peers across the state on an ad-hoc committee to bring a comprehensive school counseling framework to VT.

**Certifications:** PK-12 School Counseling

**Education:** BS, University of Vermont; MS, University of Vermont

**Educational Interests:** Student mentoring programs, flexible pathways, restorative practices, collaborative communication, cultural competency, mentoring colleagues.

**Sample of Awards/Recognition:**

- VTSCA Committee Member, VT School Counseling Model, 2021- 2023
- Vermont School Counseling Association – School Counselor of the Year 2021
- ASCA Magazine May/June 2019, co-authored article “When Adults are the Bullies”
- VT AOE Results Oriented Program, Approval Review Team Member, 2011

**Outside Interests:** Walking, running, exploring the mountains of Vermont, pickleball, spending time with our dog, friends and family.

Patti Tomashot

As Patti enters her 24th year as a school counselor, director and ASCA/VTSCA active member, she continues to be passionate, committed, dedicated and excited to advocate for the role of the school counselor. For more than 15 years, she has been a school counselor leader at the local, state, regional and national level. Her work includes serving as an adjunct professor and internship supervisor at the University of Vermont. Patti has served on many VT AOE committees related to school counseling work and was also awarded several grants to pursue additional school counseling research in addition to VT AOE Results Oriented Program Approval (ROPA) for masters-level educational programs and is currently helping with updating VT school counselor competencies for licensure. She helped lead the effort to bring a comprehensive school counseling framework to VT. SHE has been a national presenter at NACAC and ASCA and regional presenter at NEACAC and VTSCA conferences and has authored several published articles for both ASCA and NACAC. Finally, Patti led the first public school in VT to receive the highest distinction from the ASCA - The Recognized ASCA Model Program (**RAMP**). This award recognizes schools committed to delivering **school counseling** programs aligned with the ASCA National Model.

**Certifications:** PK-12 School Counseling

**Education:** Master of Science - University of Vermont, CAGS UCLA, Leadership courses: St. Michael's College, UVM

**Educational Interests:** Counselor supervision, mentoring colleagues, collaborative communication, using data to enhance school counseling programs, post-secondary planning, career and academic connections, cultural competency, restorative practices

**Sample of Awards/Recognition:**

- Vermont School Counseling Association (VTSCA) Annual Meeting Presenter, 2022, VT School Counseling Model
- VTSCA Committee Lead for the VT School Counseling Model, 2021- 2023
- NEACAC Professional of the Year, 2021
- National Association College Admission Counseling (NACAC), national presenter as well as faculty member of "Leading a Dynamic College Counseling Program", 2020- ongoing
- American School Counseling Association (ASCA), national presenter on workplace bullying, 2019
- Vermont School Counseling Association – School Counselor of the Year 2019
- ASCA Magazine May/June 2019, co-authored article "When Adults are the Bullies"
- Consortium of Vermont Colleges, High School Counselor of the Year Nominee, 2017
- VT AOE Results Oriented Program, Approval Review Team Member, 2016, 2017
- Vermont's NASSP Assistant Administrator of the Year, 2015
- American School Counseling Association Recognized Model Program Award (ASCA RAMP), April 2015
- ASCA RAMP Reviewer 2016, 2017, 2018
- New England Association for College Admissions Counseling (NEACAC) Annual Meeting Presenter, 2016, Standards-Based Grading

**Outside Interests:** Exercising, reading, interior design, cooking, golf/pickleball, spending time with family and friends, travel, playing with my dog