3-26-2015

A Return to First Things: The Primacy of Aligning CGCP Standards

Richard E. Cleveland
Georgia Southern University, rcleveland@georgiasouthern.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/leadership-facpres

Part of the Educational Administration and Supervision Commons, Educational Assessment, Evaluation, and Research Commons, and the Educational Leadership Commons

Recommended Citation

This presentation is brought to you for free and open access by the Leadership, Technology & Human Development, Department of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Leadership, Technology, and Human Development Faculty Presentations by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
A Return to First Things:
The Primacy of Aligning CGCP Standards

Dr. Richard E. Cleveland, PhD
Georgia Southern University

Evidence-Based School Counseling Conference
March, 2015
Outline

- Exploring Standards
  What are the role & purposes of standards?

- Alignment Anchor Points
  What are we aligning to?

- Direction & Data
  What guides us through alignment?

- Small Group & Individual Working Time
  What might this process look like?

- Reflection & Sharing-Out
  What did we accomplish today?
Why Standards Alignment Richard?
Standards Alignment for Richard

First Steps Towards Standards Alignment

- Site Agreement *(with longitudinal data infused)*
- Master Calendar
- Curriculum Action Plan
- Closing-the-Gap Action Plan
- Standards Crosswalking Tool

- At All Times, Focusing on ASCA + SIP
Standards Alignment for Richard

So What? What Results Did You Get?

- Following evidence-based best practices
- Not just preventative, but INTENTIONAL in CGCP
- Data-collection & analysis efficiency
- School Counselor & CGCP Advocacy
Exploring Standards

Guiding Questions

- What are the role(s) and purpose(s) of standards?

- What about role(s)/purpose(s) for standards in CGCPs?

- More specifically, how might *aligning standards*, be important for school counselors and their CGCPs?
Alignment Anchor Points

So then IF we believe that standards alignment is something important for our CGCPs, the question becomes...

*to what do we align our CGCP?*

- SIP
- CCSS
- PBIS
- Site/District/State Learning Objectives
- ASCA Mindsets & Behaviors
- Others?
Alignment Anchor Points

- SIP
- CCSS
- PBIS
- Site/District/State Learning Objectives
- ASCA Mindsets & Behaviors

How do we decide which anchor points are “worthy” of alignment?
Direction & Data

- **DIRECTION**
  
  *Not just Professional School Counseling, but Intentional School Counseling*
  
  *Avoiding “reactionary” preventive services*
  
  *Ecological Systems influence on CGCP direction*

- **DATA**
  
  *Espousing an efficiency mindset towards data*
  
  *Not waiting for data to “fit” my needs*
  
  *Advocating & Communicating in established vocabulary*
Small Group & Individual Working Time

- Reviewing 2 examples from Georgia
  
  *Exciting examples from Liberty County & Savannah-Chatham County*

- Small Group Activity #1 - Ed Initiative Focus
  
  *Choosing one initiative to explore*

- Small Group Activity #2 - Site Grade-Level Focus
  
  *Choosing a level (ES, MS, HS) to explore*

- Individual Reflection Time
  
  *What might this look like for my site? What are potential anchor points I might connect with?*
What’s Goin’ on in Georgia?

Savannah Chatham County Public Schools
Anne Weisel
Program Manager, School Counseling

- CCRPI (College Career Readiness Performance Index)
- Georgia Career Clusters
- GA BEST Soft Skills (Business Ethics Student Training)
- District Master Calendar
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Quarter</th>
<th>Due Date</th>
<th>Georgia Career Cluster</th>
<th>GA Best Soft Skill</th>
<th>ASCA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>10/10/2014</td>
<td>Agriculture, Food and Natural Resources</td>
<td>Character and Discipline, Attendance</td>
<td>C:A2.8, PS:A1.6, PS:A1.7, PS:A1.8, PS:C1.3, PS:C1.4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Transportation, Distribution, and Logistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3/13/2015</td>
<td>Law, Public Safety, Corrections, and Security</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Health Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3/13/2015</td>
<td>Education and Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>10/10/2014</td>
<td>Hospitality and Tourism</td>
<td>Productivity, Responsibility and Organization</td>
<td>A:A3.1, A:A3.4, C:A2.1, C:A2.8</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Human Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3/13/2015</td>
<td>Energy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>10/10/2014</td>
<td>STEM</td>
<td>Appearance and Professional Image, Communication Skills</td>
<td>A:A2.3, C:C1.5, PS:A2.6, PS:A2.7</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Manufacturing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>12/19/2014</td>
<td>Business Management and Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3/13/2015</td>
<td>Architecture and Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>12/19/2014</td>
<td>Information Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>12/19/2014</td>
<td>Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3/13/2015</td>
<td>Government and Public Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4/17/2015</td>
<td>Portfolio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What’s Goin’ on in Georgia?

Liberty County School System
Tori Jackson
Department Leader/Counselor On-Loan

- Georgia State Board of Education [Policy 160.4-8-.05]
- CCRPI
- Georgia Career Clusters
- Student Indicators/Standards

- Action Plans & Closing-the-Gap Action Plans
What’s Goin’ on in Georgia?

Anne Weisel  
*Program Manager, School Counseling*  
Savannah Chatham County Public Schools

- “It boils down to not having time, administrators are just so busy, and simplifying it in the chart but then demonstrating the tie-in to something as critical to them as CCRPI gives it immediate attention and a level of understanding, because we’re speaking their language. [...] Bottom line: people actually stop and listen, and understand, when we tie what we’re doing to measurable student achievement in areas identified by our school evaluation index (CCRPI). And that frees counselors up to creatively do what they do best, help kids, with buy-in and support from our leaders.”

Torri Jackson  
*Department Leader/Counselor On-Loan*  
Liberty County School System

- “Aligning our school counseling plan to district initiatives was paramount to being respected as school leaders and treated as professional school counselors. It’s not that district leaders intended to treat us as guidance counselors and delegate non-counseling duties to us for this reason...they simply did not know about the true role of school counselors. This is the first step of many to get acknowledged as support personnel who positively impact student achievement in order for students to get more of the services they so need. We still have a long way to go, but I’m definitely encouraged!”
Small Group & Individual Working Time

- Small Group Activity #1 - Ed Initiative Focus
  
  *Thinking of all the initiatives out there, what might be one that we would choose as an Alignment Anchor Point?*

- Small Group Activity #2 - Site Grade-Level Focus
  
  *Put some traction to this. What might this look like at your site/level? How is that anchor point connecting to your CGCP?*
Reflection, Questions & Sharing Out
Thank You

Dr. Richard E. Cleveland, PhD
Assistant Professor, College of Education
Georgia Southern University
(912)478.8022
rcleveland@georgiasouthern.edu
@RichieKinz
http://richardcleveland.me