School Counseling

- New MS in Professional School Counseling rolled out in Fall 2018.
- TEA does not require students to begin program until this fall, so numerous students are trying to get in under old requirements (comparison on next slide).
- Texas Administrative Code Ch. 239 update includes the *Texas Model for Comprehensive School Counseling Programs* as a requirement for counseling education programs.
- Integration of Texas Education Code, Texas Administrative Code, and *Texas Model* + national guidelines and standards into curriculum
School Counseling Program Comparison

**M.Ed. Guidance and Counseling (36 hr)**
- Social and Cultural Influences
- Tests and Measurements
- Research
- Legal and Ethical Principles
- Curriculum and Methodology Trends
- Professional Writing for Educators
- Individual Counseling
- Group Counseling
- Theories of Counseling
- Career and Occupational Counseling
- Dysfunctional Behavior
- Leadership

**M.S. Prof. School Counseling (48 hr)**
- Social and Cultural Influences
- Tests and Measurements
- Research
- Legal and Ethical Principles
- Professional Writing for Educators
- Theories of Counseling
- Career and Occupational Counseling
- Practicum in Counseling
- Dysfunctional Behavior
- Role of the School Counselor
- Leadership
- Professional Practice
- Capstone in School Counseling
- Comprehensive School Counseling Programs (CSCPs)
- School Counseling Techniques
- Human Growth and Development
## School Counseling Program Data

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Legislation that could affect program

- SB 426 & HB 727: Relating to use of public school counselors’ work time. To require school districts to either require school counselors spend at least 80% of their time delivering comprehensive school counseling programs.
- HB 18: to include mental health and comprehensive school counseling program for educators
- SB 1892 & HB 1679: School counselor loan repayment
- SB 1562: Each school district should employ a school counselor
- HB 4332: Ratio of school counselors to students
- SB 2055: State funding for implementation of CSCPs
Principal Certification

- Educational Leadership with Texas Principal Certification M.S. will make its debut this Fall.
- The new degree has been built upon the Texas Administrative Code Ch. 149 Texas Principal Standards, as well as the revised Texas Principal domains, competencies, and supporting standards.
- Action research is a huge component of the new certification assessment, as well as the newly required PASL assessment.
- Courses will also be aligned to the National Educational Leadership Preparation (NELP) standards that CAEP endorses for accreditation.
Introduction of 4 Constructed Response (CR) questions.

The CR questions will be timed (30 minutes).

Other certification assessments will follow suit.
Performance Assessment for School Leaders (PASL)

- Candidates will be required to create and submit artifacts that demonstrate mastery of their understanding of the knowledge, skills, and mindsets required of principals.
- This will be a portfolio-based assessment.

- **Task 1: Problem Solving in the Field**
  In this task, candidates demonstrate the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning. The task asks candidates to provide evidence of research, planning, communication with stakeholders, results or adjustments to the plan, and student work to address the problem/challenge.

- **Task 2: Supporting Continuous Professional Development**
  In this task, candidates demonstrate the skills needed to establish and support effective and continuous professional development with assigned staff. The task asks candidates to provide evidence of prioritizing and completing professional development, completing classroom walk-throughs, reviewing student work, and obtaining feedback after the professional development.

- **Task 3: Creating a Collaborative Team**
  In this task, candidates demonstrate their ability to facilitate stakeholders’ efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture. Along with several other artifacts, a 15-minute video is required for this task.
Marketing and Communications

- Printed Materials

- Welcome Emails and Inactive Student Re-Enrollment Emails

- Current Student Questionnaire (Pilot survey to 43 SDL students with 19 responses)
  - Bachelor’s Degree Information, Time Between Bachelor’s and Master’s
  - Employment Information
  - Reasons for Enrollment
  - Areas of interest, collaboration with faculty, permission to promote on social media

- Social Media Campaigns
  - Facebook, Twitter, Linked In
Marketing Examples

Outstanding Graduate Student Nominee
Mrs. Sianca D. Peralez

Summer 2019 classes start June 3! Join us for EDG 6367 Foundations of Academic Advising #acadv, framed in the @NACADA Core Competencies.
angelo.edu/dept/ci/academ...

Allow your passion to become your purpose, and it will one day become your profession.

LEADERS IN HEELS

What is self-care and why is self-care important? - LEADERS IN HEELS

Educational Counseling at Angelo State University
April 25 at 9:06 AM
Self-care is an important piece of our profession. Learn to take care of yourself. It’s not a luxury, it’s a necessity.

LEADERS IN HEELS

Adjunct Instructor Liz Garza was recently featured in the spring newsletter of the Concho Valley Adult Literacy Council. Way to go!

Educational Counseling at Angelo State University
April 23 at 9:15 AM

Reagan Elementary School with the help of Liz Garza (counselor), Marie Seitz, and Modesta Amara (right & below), who come to share their time every Monday. We are blessed to have such dedicated assistants helping students learn English.

Kristen State Lyons, Lesley Casarez and 5 others
Summary of Spring 2019 Research Activities

- Book Chapter Publications: 2
- Published Proceedings: 3
- Journal Article Publications: 3
- Editorial Review Boards: 1
- Accepted Proposals: 2
- Dissertations Defended: 3
- Research Presentations: 28
Departmental Strengths, Areas to Address, & Goals

● Strengths: Committed to working as a team - regardless of growth
● Areas to Address: Documenting progress, achievement, and continuous improvement of all programs
● Goals:
  ○ Efficient Collection of Data
    ■ To align with standards for each program
    ■ To align with continuous improvement efforts of the University Academic Assessment Committee to comply with SACSCOC standards
    ■ To align with efforts for CAEP Advanced Programs accreditation
    ■ To align with TEA state testing compliance and accreditation measures