

Department of Curriculum & Instruction

Data Day: May 3, 2019

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

	Total Grad School	Department total	Guidance & Couns Certification	MED GUID - Certification	MED Guidance & Counseling	MS Professnl School Counseling	Total Couns. Enrollment
2010 FALL SEMESTER	701	225	6		69		75
2011 SPRING SEMESTER	712	240	7		77		84
2011 FALL SEMESTER	819	249	5		79		84
2012 SPRING SEMESTER	846	268	6		94		100
2012 FALL SEMESTER	893	295	12		102		114
2013 SPRING SEMESTER	938	348	19		110		129
2013 FALL SEMESTER	1,002	416	44		130		174
2014 SPRING SEMESTER	1,008	430	44		124		168
2014 FALL SEMESTER	1,085	508	64		147		211
2015 SPRING SEMESTER	1,144	569	71		164		235
2015 FALL SEMESTER	1,295	670	76		207		283
2016 SPRING SEMESTER	1,370	727	88		229		317
2016 FALL SEMESTER	1,586	881	66	50	337		453
2017 SPRING SEMESTER	1,588	856	32	74	359		465
2017 FALL SEMESTER	1,673	894	9	98	386		493
2018 SPRING SEMESTER	1,651	858	4	117	348		469
2018 FALL SEMESTER	1,685	860		109	384	1	494
2019 SPRING SEMESTER	1,614	813		125	369	8	502

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.**

(068) Assessment vs (268) Assessment

Question Types	Principal (068)	Principal (268)
Selected-Response (SR) Questions	120 SR Questions	91 SR Questions
Item Types	Discrete items Cluster sets Decision sets Technology-enhanced items	Discrete items Cluster sets Technology-enhanced items (including video stimulus)
Constructed-Response (CR) Questions	N/A	4 CR Questions (including authentic documents and video stimulus)

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
Ms. Bianca D. Peralez
M.Ed. Student Development and Leadership & Academic Advising Certificate - December 2018

Academic Advisor
South Texas College
McAllen, Texas



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

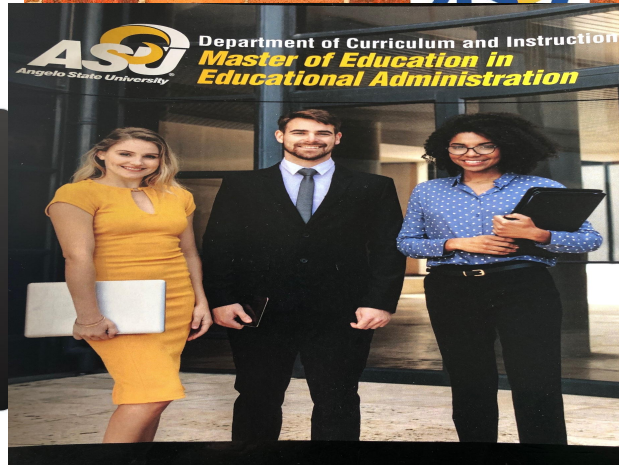


Student Development & Leadership Hi Ed Program
@SDLAngeloState

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...



To Do List:
Register for Summer Classes



ASU Department of Curriculum and Instruction
Master of Education in Educational Administration



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!



LEADERSINHEELS.COM

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

👤 Kristen Slate Lyons, Lesley Casarez and 4 others


👍 Like 💬 Comment ➦ Share

Write a comment... 🗨️ 📷 📄 🗑️



Educational Counseling at Angelo State University
April 23 at 8:15 AM · 🌐

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



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

👤 Kristen Slate 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