



# SCHOOL COUNSELORS AS LEADERS FOR CHANGE

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Colorado School Counselor Corps Grant Workshop

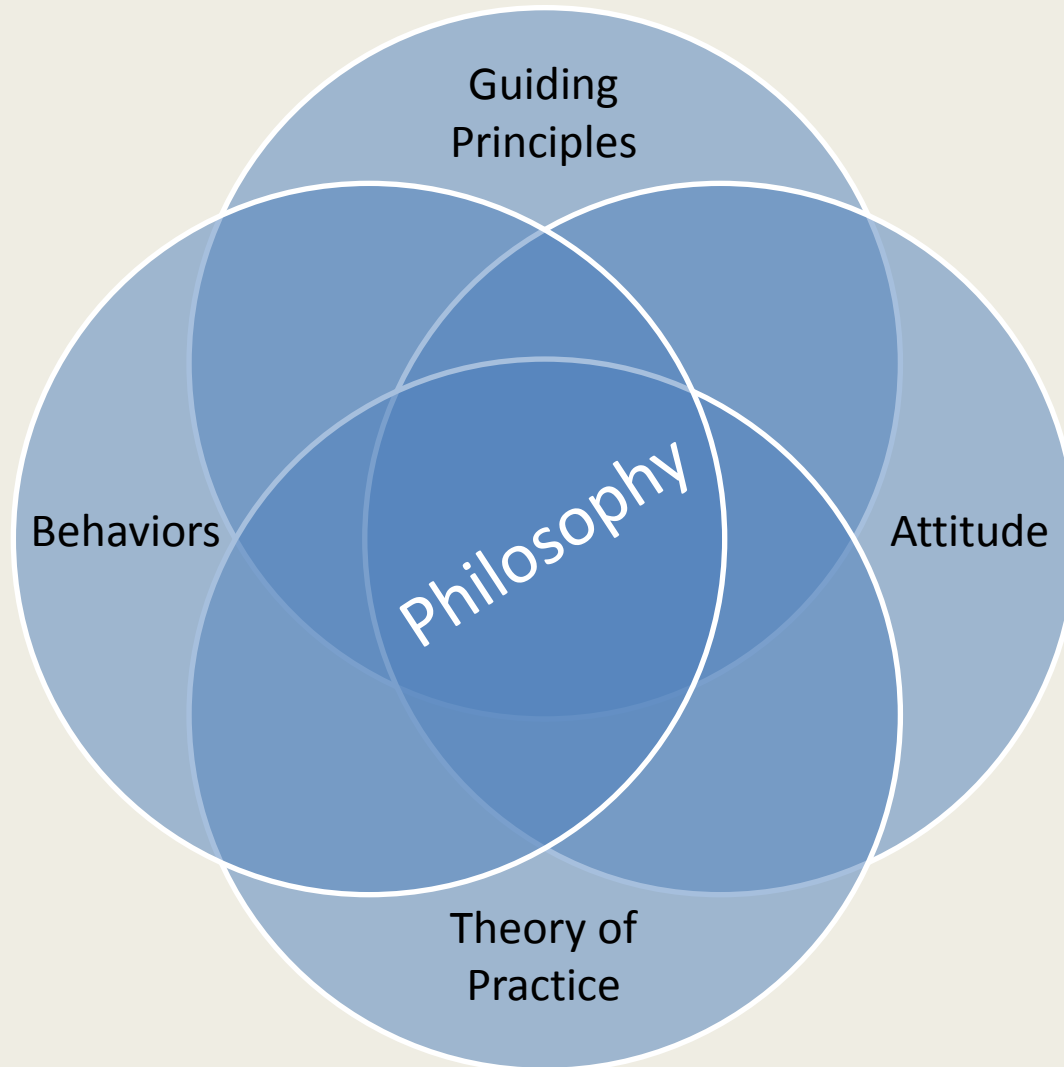
A leader is one who knows the way, goes the way and shows the way. John  
Maxwell.



# Agenda

- Beliefs about Leadership
- Leadership Framework
- Operationalizing Leadership
- Educational Models for Leadership
- Leadership Accountability
- Based on the ASCA School Counselor Leadership by Young & Kneale, 2013

# Leadership as a Philosophy



## Examples

- *Servant Leadership*
- *Authentic Leadership*

# Beliefs

## Characteristics of a Good Leader





# LEADERSHIP

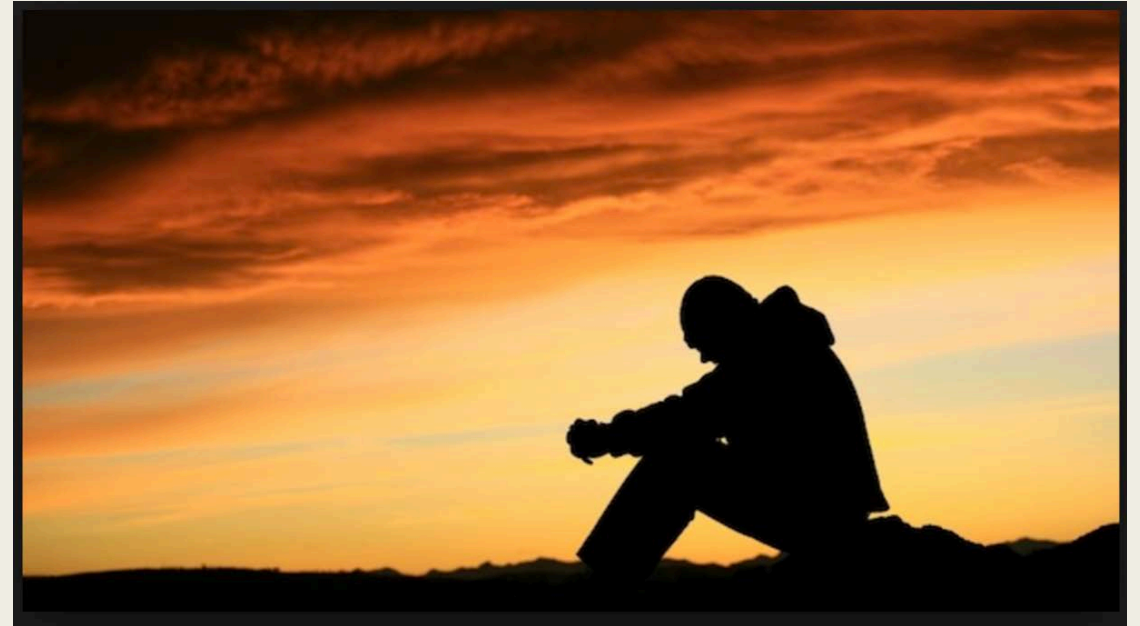
*The leader always sets a trail for others to follow*

## Leadership Approaches



# Reflective Questions

- Your leadership quality characteristics?
- Incongruences?
- Barriers from practicing?



# Accountability in Two Dimensions

## Mission First, People Always

Good leaders focus on results

Good leaders are prosocial

Great leaders do both

Benjamin Green



School Counselors  
serve as leaders by  
demonstrating  
advocacy and  
leadership by  
advancing the  
concerns of  
students.

■ (ASCA, 2013, P.5).



# Leadership Approaches

(Bolman and Deal, 2008)

## *Vertical Leadership*

- Supervision
- Define program focus
- Resource collaboration
- Implementation training
- See need for PD

## *Horizontal Leadership*

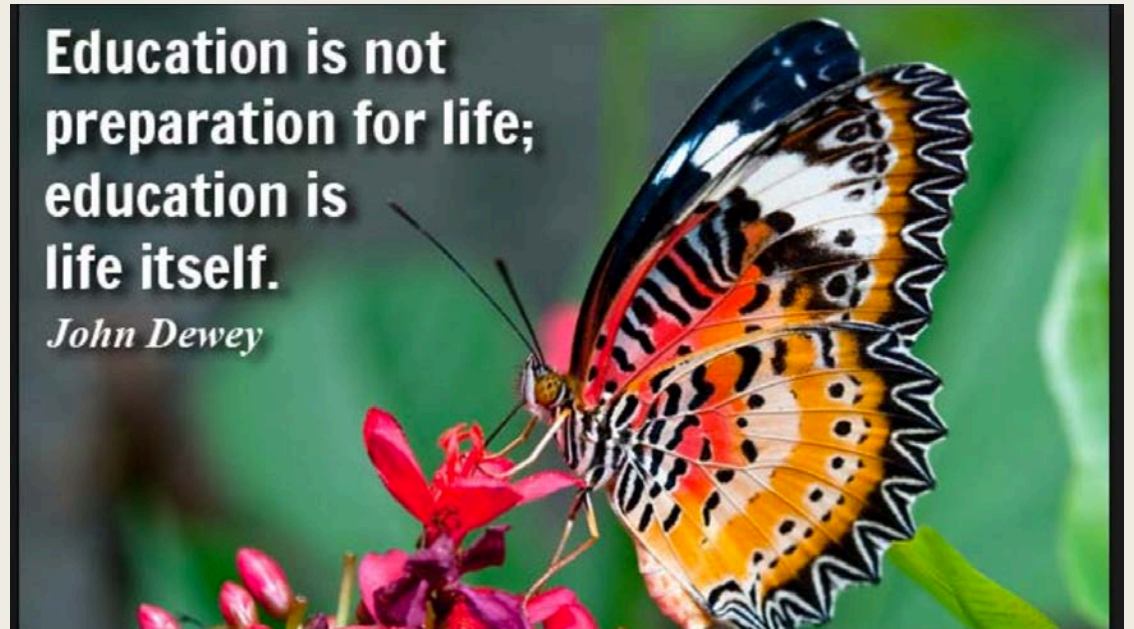
- Lead change from within
- Consider systems
- Collaborate
- Believe in people
- Build links
- Improve outcomes

# Reflections

- How do you characterize your current leadership Dimension?
- Are there situations where you exhibit both horizontal and vertical leadership?
  - Evidence of both dimensions?

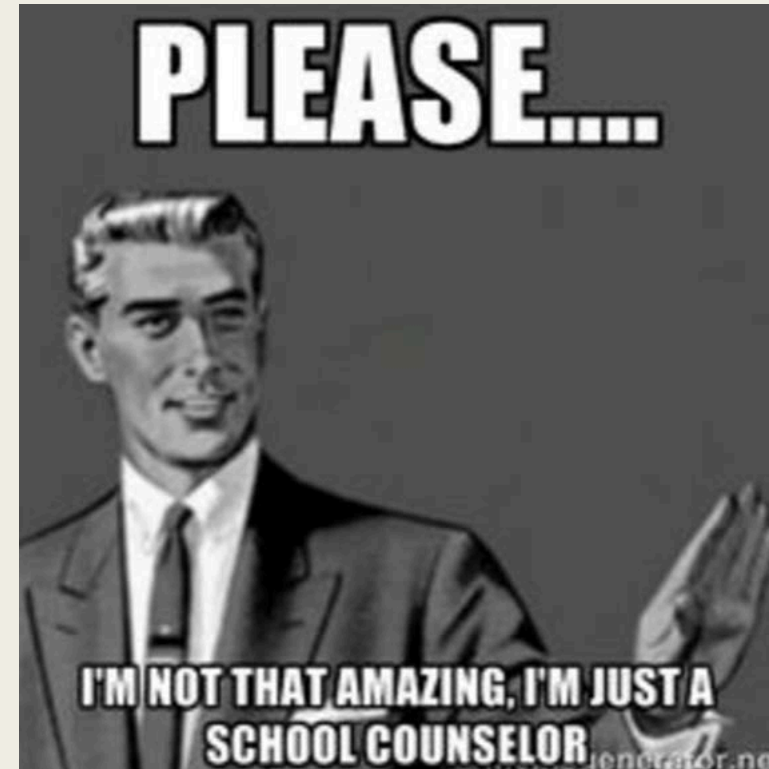
# Principals

- Ensure all students and staff have a safe environment conducive for learning.
- Guide teaching practices and performance
- Set instructional goals for rigorous learning
- Promote collaboration
- Model commitment to continued learning.



# School Counselors

- Collaborate with stakeholders
- Teach classroom guidance
- Facilitate small groups
- Increase student outcomes



# Principal + School Counselor = Student Success

- Identify global Issues affecting student achievement
- Align goals with each other
- Consider school climate
- Use effective communication
- Respect collaboration
- Use shared decision making
- Build capacity

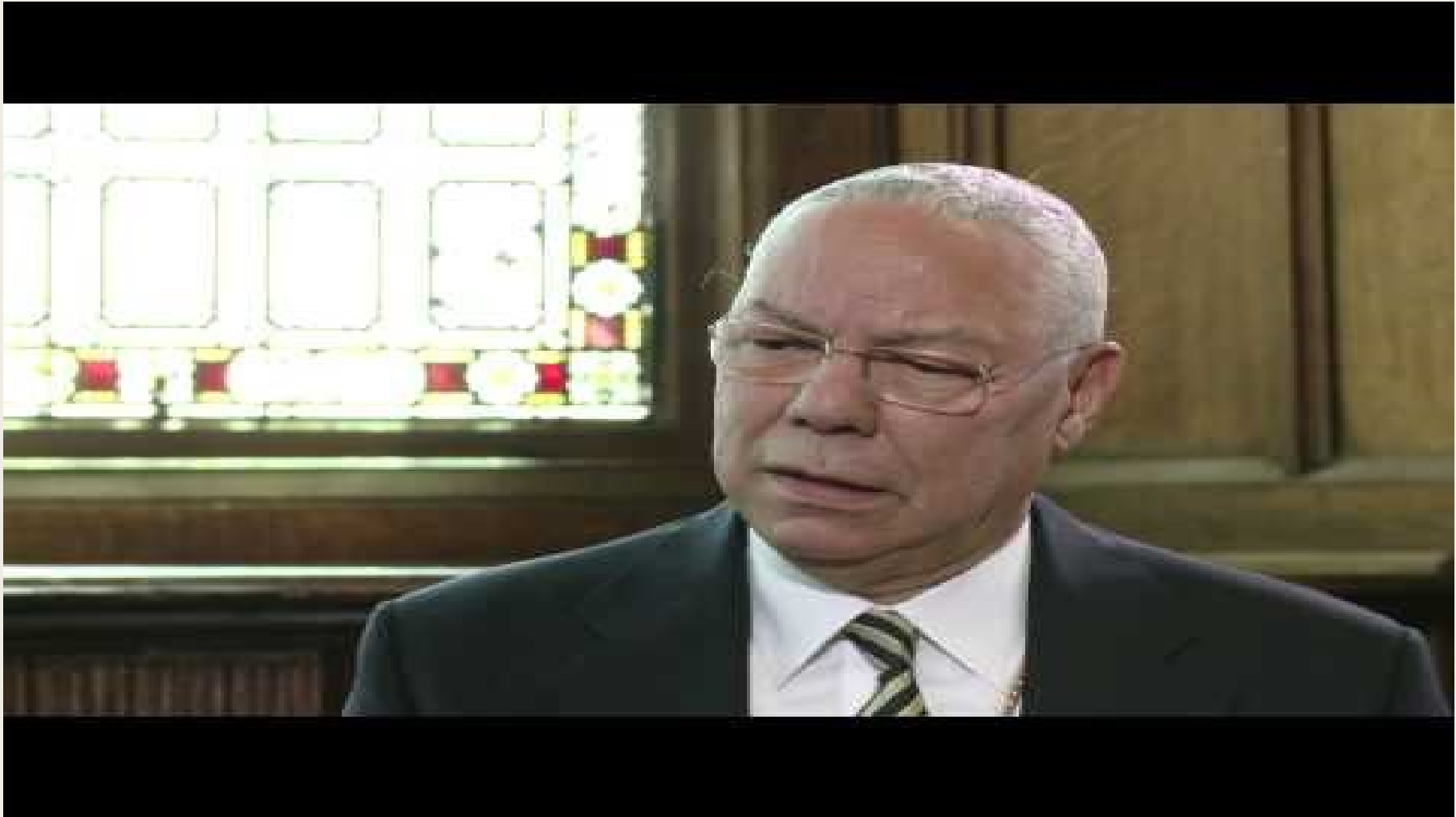
# Reflections

- How do you think leadership is shared in your school?
  - How is leadership shared in your district/school?
  - How are you part of the decision making process?
  - If you are not how can you get into that leadership role.?

# Building Leadership Capacity

- **Resourceful problem-solving**: ability to secure services and programs needed to improve student achievement.
- **Systemic collaboration**: how respondents actively work with stakeholders, implement a comprehensive program, align services with instructional vision and mission
- **Interpersonal influence**: promote school counseling program, motivate others and accomplish goals that impact school and district.
- **Social justice advocacy**: Challenge status-quo, respond to inequities, assume a courageous stance.
- **Professional efficacy**: confident, consider self as a leader, change agent, can improve student outcomes.

# The Impact of Attitude





# Models of Influence

- Structural
- Human Resources
- Political
- Symbolic



# Structural Leadership

- Designs and implements a **process or structure** for problem
- Identifies **goals**
- Delineates **boundaries**
- Completes **tasks**
- Recognize and articulate **consequences** for incomplete tasks
- Utilizes **formative and summative** data assessments for ongoing evaluation of goals

# Human Resources

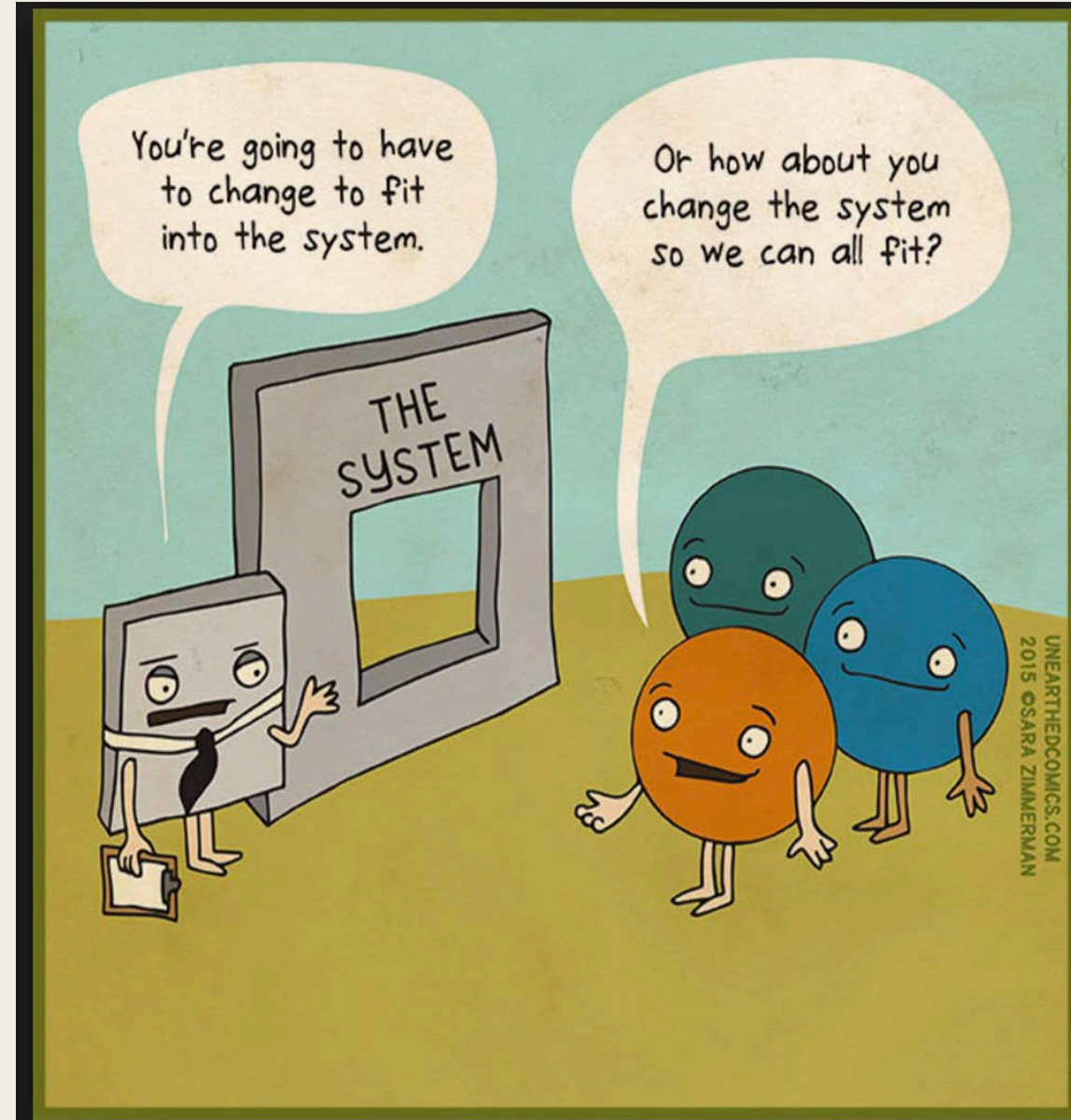
- Views **people as the heart** of the organization
- Attempts to be **responsive to needs** of individuals
- **Empowers** people through engagement
- Secures **resources** needed
- **Confronts challenges** when necessary
- Appropriate when **morale** is low but **resources are abundant**

# Political

- Understands political realities
- Overcomes challenges while sustaining stakeholder interest
- Considers the distribution of power
- Conflict is managed by grounding and building power
- Negotiate differences and seek power
- Find commonalities in group
- Is present and engaged in decision-making.

# Symbolic

- Is **visable**
- Views **vision** as critical for peoples commitment
- Effective in **conveying mission**
- Considers organizational **traditions and values**
- Present results **data**



# Responsibility for School Leaders

(Marzano, Walter & McNulty, 2008)

- **Focus**: clear goals
- **Outreach**: advocate
- **Situational Awareness**: understands current of system
- **Involvement** in Curriculum, instruction and assessment: design and implementation
- **Monitoring/evaluating**: monitor effectiveness
- **Change agent**: challenge the status quo.

■ (Marzano, Waters & McNulty, 2005, pp.44-45.

# Shared Leadership Assumptions

1. Leadership is broader than the sum of its leaders.
2. Leadership is connected to learning
3. Everyone has potential to lead
4. Leadership is a shared endeavor
5. Power and authority are redistributed.

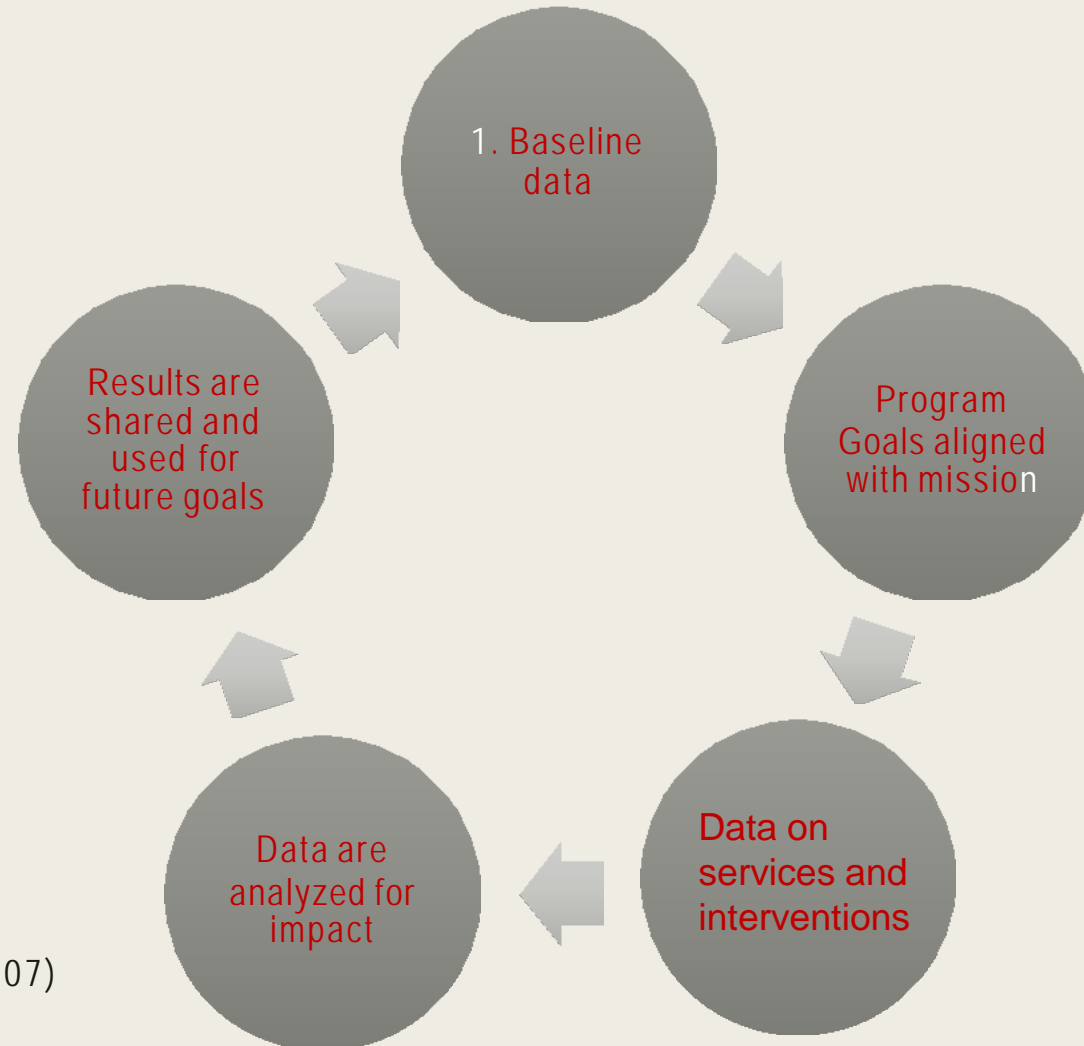


# Accountable Leaders

- Closing the achievement and opportunity gap-
  - *Critical*
  - *Must go beyond traditional measures of performance*
- National agenda of career and college readiness
  - *SC with no system of accountability work at school with lowest rates of college going students.*
  - *SC accountability critical to moving national agenda*



# SC must use data at each phase of program delivery and assessment to make decisions.



(Dimmit, Carey, & Hatch, 2007)

# Survey Considerations

- What information do we hope to gain by distributing this survey?
- How do we plan to use the information gained from the survey?
- Who do we need to do the survey?
- Is the purpose of the survey aligned with our school counseling mission and vision?
- Are the results likely to provide meaningful data to improve student performance, behavior, or engagement?
- Will the format and delivery of the survey allow for easy data analysis?
- Is the purpose clear and are confidentiality issues addressed?
- Is there access to appropriate demographic data to be able to disaggregate the data?
- Are the questions easy-to-understand, user-friendly and developmentally appropriate?
- Do any of the questions ask for information already available through other sources?
- Are the questions aligned to student competencies?

Having data isn't enough. It  
is essential to use the data  
to drive student  
achievement

Arne Duncan