

Communications/Publications Commission Report

For February 2022 Washington Council Meeting

Commission Chair: Paul A. Seegert <pseegert@uw.edu>

2022 Higher Ed Book editor: Kay-Lynn Wild <wildk@uw.edu>

Timeline for the 2022 Higher Ed Book

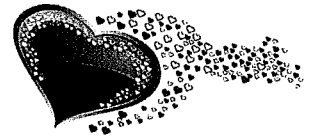
- Instructions will be sent in April
- For COP, OSPI, SBCTC, OSPI: mid-March expect via email the templates and PDFs of last year's pages as samples. Their deadline to submit their updates via PDF will be early June, 2022
- For CTC and 4 yr college/universities, mid-May expect via email the templates and PDFs of last year's pages as samples. Their deadline to submit their updates via PDF will be early July 2022
- Workshop agenda page, "About WCHSC" page with updated board members
- Digital version of 2022-2023 counselor handbook complete early September 2022 in time for the 2022 Fall Councilor Workshop

Process:

- Kay-Lynn Wild <wildk@uw.edu> will be the Higher Ed Book editor this year.
- Each institution/organization will send to Kay-Lynn their pages as a PDF, making sure their information fits the format requested. Kay-Lynn will use what they submit as is, only adding page numbers to the bottom.
- Kay-Lynn will also create the cover page, table of contents and including a workshop agenda page, and an "About Washington Council" page with updated board members.



Washington School Counselor Association



Washington Council Winter 2022 Update

WCSA Annual Conference: (all things related to 5030)

<https://youtu.be/Mb39Z4jZ-AE> - Overview for School Counselors



WCSA Book Study – ASCA National Model. A Framework for School Counseling Programs, 4th Ed.

A couple of the items we’re closely watching in the 2022 Legislative session:

2SHB 1664, legislation to increase funding for school counselors, nurses, social workers and psychologists. Currently in Ways & Means

SSB5595– Concerning prototypical school funding formulas for physical, social, and emotional support in schools. Currently in Rules Committee for 2nd reading. Companion bill HB 1985 in House Education Committee.

February 7-11, 2022 National School Counselor Week: *School Counseling: Better Together*



The State of Washington



Proclamation

WHEREAS, school counselors are employed in public and private schools to help students reach their full potential; and

WHEREAS, school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and

WHEREAS, school counselors help parents focus on ways to further the educational, personal, and social growth of their children; and

WHEREAS, school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and

WHEREAS, school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school;

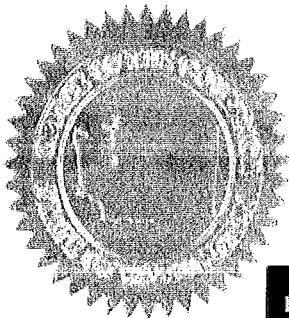
NOW, THEREFORE, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim February 7-11, 2022, as

School Counseling Week

in Washington, and I encourage all people in our state to join me in this special observance.

Signed this 10th day of January, 2022

Governor Jay Inslee





Guidance Counselor vs. School Counselor

Historically, the term “guidance counselor” was used to refer to counselors working in the schools. This term has evolved to “school counselor” as the scope of duties has changed and evolved. Although some schools still used the outdated “guidance counselor” term, the American School Counselor Association encourages the use of “school counselor” to more accurately reflect the role.

GUIDANCE COUNSELOR

- Reactive
- Services to some
- Impact measured via feelings and perceptions
- Ancillary role to school improvement process
- Work in isolation

SCHOOL COUNSELOR

- Proactive/data-driven
- Program for all
- Impact measured via achievement, attendance and behavior data
- Essential role in the school improvement process
- School counselors as school leaders
- Develop, manage and evaluate a comprehensive school counseling program

Excerpt from “*School Counseling Principles: Remembering the Past, Shaping the Future: A History of School Counseling*,” by Norman C. Gysbers, Ph.D.

“The terminology issue is still with us today. Is it guidance, counseling, guidance and counseling, or

counseling and guidance? The American School Counselor Association (ASCA) has come down firmly on the side of the term school counseling program although the literature still reflects the usage of various combinations of terms. The terminology issue also is reflected in personnel titles. Again, ASCA has come down firmly on the title school counselor, although the public still uses the title guidance counselor, and some school districts use the title guidance dean, going back to a title used earlier.

The terminology issue is interesting from a historical perspective too. Remember the first term was vocational guidance, and then many modifiers were placed in front of the word guidance. In the 1930s guidance became a service within pupil personnel services with five services: information, assessment, counseling, placement and follow-up. Then the counseling service assumed prominence, so the common labels used were guidance and counseling. Information and assessment continued to be a part of guidance and counseling, but placement and follow-up became less important and have now almost disappeared as active parts of school counseling. Following ASCA’s lead, counseling became the label of choice as in school counseling programs. Guidance is still present but is used to label one of the delivery components of the program, namely, the guidance curriculum.”

REFERENCES

American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs*, Third Edition. Alexandria, VA: Author.

Gysbers, N. (2010). *Remembering the past, shaping the future: A history of school counseling*. Alexandria, VA: American School Counselor Association.



Washington School Counselor Association

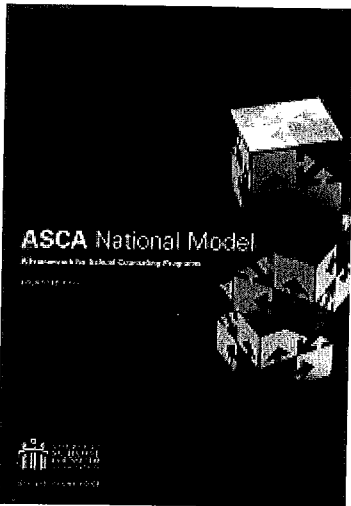
ASCA National Model: A Framework for School Counseling Programs, 4th ed. (2019)

The Professional Development Committee for the Washington School Counselor Association is hosting it's 2nd annual book study. This year, we focus on the ASCA National Model in support of Washington school counselors as we work to implement SSB5030, which was passed in the 2021 Legislative session. Please join Professional Development Committee Chair, Marin Marks, WSCA High School Vice President, Denise Reddinger, and other WSCA leaders for this 4-week study of the 4 components of a comprehensive school counseling program (CSCP).

Because this work is so important, WSCA is providing **Free registration for all participants.**

Clock hours for WSCA members are free; 10 clock hours-\$2/ea (for non-members)

4:00-5:30 pm, **Tuesdays** April 19, 26, May 3, 10, 2022 via Zoom link (provided after registration)



Register for the WSCA led ASCA National Model: A Framework for Counseling Programs, 4th Ed.

The ASCA National Model® reflects a comprehensive approach to the design, implementation and assessment of a school counseling program that improves student success. The publication defines the school counselor's role in implementation of a comprehensive school counseling program and provides step-by-step tools to build each component of the program.

This fourth edition has been revised to reflect current education practices, aligned with the ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness Standards for Every Student and the ASCA Professional Standards & Competencies and will assist school counselors in developing an exemplary school counseling program.

Whether you're a new school counselor just starting out or have years of experience, "The ASCA National Model" will help you implement a new data-informed comprehensive school counseling program or fine tune the one you already have. Get the book on school counseling and ramp up your school counseling program.'

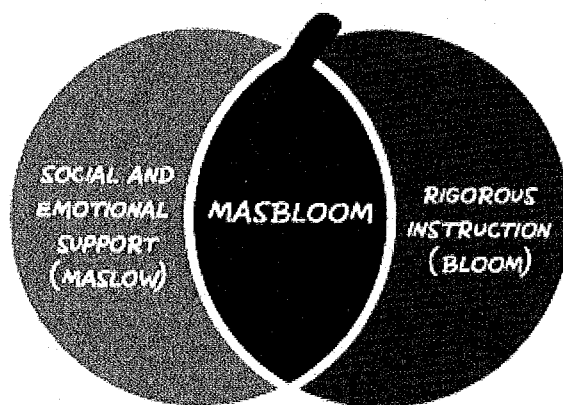
<https://schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs/Purchase-the-New-Books>

Companion books- ASCA Implementation Guide & Making Data Work: [Purchase the Books - American School Counselor Association \(ASCA\)](#)

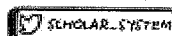
PEDIATRICIANS SAY THE MENTAL HEALTH CRISIS AMONG KIDS HAS BECOME A NATIONAL EMERGENCY, OCTOBER 20, 2021, IN MINDSHIFT

MASBLOOM FRAMEWORK

MASBLOOM FRAMEWORK



SCHOLARSYSTEM.ORG



Dr. Victor Rios, PhD

Masbloom: Psychologist Abraham Maslow developed the hierarchy of needs to address the social-emotional needs of humans. When used in education, the emphasis in this approach is in providing students with basic human needs such as proper meals and proper healthcare, alongside strong emotional support. The assumption is that these social-emotional supports will help students reach academic success and self-actualization. Educational psychologist Benjamin Bloom developed a taxonomy of learning that emphasizes the cognitive, affective, and sensory domains. In the cognitive domain of his taxonomy, Bloom focused on academic-based outcomes such as remembering, understanding, applying, and analyzing. These are arenas that high rigor/high demand teachers may be comfortable with. Masbloom is the fusing together of the Maslow and Bloom paradigms in everyday teaching practices. The social-emotional domain is instrumental in opening up avenues for learning while the Bloom domain is fundamental in academic achievement.

When educators bring these two worlds together, students of all backgrounds are provided

opportunities for feeling a sense of belonging, safe, and cared for, while also feeling the self-efficacy to master academic material. Masbloom empowers educators to implement high social emotional support, combined with high rigor/high expectations to achieve prosperity for all students.