

## **Highlights of the History of the Connecticut School Counselor Association 1963 – 2008**

- 1962 With permission of the Connecticut Personnel & Guidance Association (CPGA) Executive Board, a petition was sent to ASCA requesting a state charter for CSCA.
- 1963 CSCA received its charter from ASCA and the first president of CSCA was elected.**
- 1965 CSCA holds its first annual conference.
- 1967 Committee on Legislation appointed to plan action to safeguard confidentiality of records.
- 1969 Meeting with Counselor Education Institutions to improve counselor training. The discontent of ASCA with APGA had a ripple affect on CSCA and CPGA relations.
- 1979 Discussions were held between CSCA and CPGA as to whether or not CSCA should continue affiliation with CPGA.
- 1971 CSCA agreed to affiliate with CPGA.
- 1974 CSCA and CAS held a joint workshop on Law and Its Implementation regarding school records.
- 1976 School counseling internship guidelines issues addressed.
- 1979 CSCA worked with the CT State Department Guidance Consultant on developing guidelines for counselor services in Connecticut.
- 1982 CSCA developed a counselor recognition program for counselor service to the association and professional recognition awards for counselor of the year, legislator of the year, advocacy and research.
- 1983 CSCA established a Job Bank.
- 1984 CSCA collaborated with CACES on defining competencies for School Counselor certification.
- 1986 CSCA co-sponsored a conference with CASP (CT Association of School Principals) on middle school guidance programs. Placement Services are set-up by CSCA and the first formal meeting of Elementary Counselors was held.
- 1988 *The K-12 Developmental Guidance and Counseling Program* developed (Myrick's developmental goals and objectives used: Understand the School Environment, Understand Self and Others, Understand Attitudes and Behavior, Develop Decision Making/Problem Solving Skills, Develop Interpersonal & Communication Skills, School Success Skills, Career Awareness/Educational Plans, Community Pride and Involvement)
- 1990 *Guide to Connecticut School Counselor Competencies* published
- 1990 *Validated Indicators for the Evaluation of School Counselors* developed by CSCA, CACES, and the CTSDE
- 1990 *Program Standards for School Guidance & Counseling* published by CSCA, CACES, and the CTSDE

- 1991 CTSDE Commissioner Gerald Tirozzi appointed a committee to examine the status of guidance and counseling in CT Public School. This took place between 1989 and 1991. The final report entitled, *Report of the State Task Force for Guidance & Counseling in Connecticut Public Schools*, listed seven factors that needed attention.
- 1991 The *K-12 Developmental Guidance and Counseling Program* (revised). The revision addressed the competencies of the National Occupational Information Coordinating Committee (NOICC). The work was partly underwritten by ASCA and the CT State Department of Education. (Myrick's developmental goals and objectives were cross-referenced with the NOICC goals and competencies: Knowledge of Self and others, Career Planning and Exploration, and Educational and Vocational Development.
- 1992 *Program Standards for School Guidance and Counseling* (1990) revised
- 1993 *Evaluation of School Guidance and Counseling Programs – A self Assessment Instrument* published
- 1994 School Counselor Consultant Project developed to aid schools in implementing comprehensive guidance and counseling programs and/or assess the focus of existing programs.
- 1996 *Components of Comprehensive Developmental Guidance and Counseling Program* document published to complement the K-12 curriculum document previously published
- 1997 *ASCA National Standards for School Counseling Programs* published.
- 1998 The CSCA Board adopts the ASCA National Standards and develops the following goals based on the standards for the CT Comprehensive School Counseling Program Model: Skills for learning, School Success, Academics to Life Success, Investigate Careers, Career Success, Relationship between School and Work, Respect for Self/Others, Goal Setting/Goal Attainment. Survival and Safety Skills.
- 1999 Organization of a Committee to review the ASCA National Standards, and develop strategies to revise the *Connecticut School Guidance and Counseling Program* based on the National Standards.
- 2000 Revision of *Program Standards for School Guidance and Counseling*.
- 2000 *The Comprehensive School Counseling Program Guide 2000* published
- 2001 *The Best Practices in School Counseling in CT* published (Certification Requirements, Foundational Skills and Competencies for Beginning School Counselor, Model Job Description, Guidelines for Evaluating School Counselors, Standards for Evaluating School Counseling Programs in CT, Ten Program Standards: Philosophy/Mission, Goals, Student Objectives or Competencies, Guidance Procedures and Policies; Curriculum, Balance of Content, Individual Planning, Responsive Services, Organization & Management, Program Assessment)
- 2004 An Exploratory Committee was formed to look at concerns and gather information to present to the CSCA Board concerning the CSCA/CCA affiliation. From March, 2004 to May 2006, negotiations were conducted with CCA as well as research and discussions on the state and national levels concerning affiliation issues.
- 2006 CSCA Governing Board votes to disaffiliate from CCA.

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- 2006 The first Leadership Academy for school counselors was held during July 2006. The topic was Advocacy and Leadership Skills for School Counselors.
- 2007 Development of the *Comprehensive School Counseling Program Update 2007: A Focus on Accountability for School Counselors*
- 2007 The second Leadership Academy for school counselors was held during the summer of 2007, at Saint Joseph College, West Hartford. The topic was, Public Relations Skills for School Counselors: Effective Strategies for Change.
- 2008 *CT Comprehensive School Counseling Program Guide, 2008* published late spring 2008. The CT State Department of Education edited, formatted, printed and distributed to district administrators and school counselors.
- 2008 The third Leadership Academy for School Counselors was held during the month of July at Saint Joseph College, West Hartford. The Academy ran for 1 & ½ days. The theme was “School Counselors Influencing Change”. The focus was on preparing school counselors as trainers for presenting the revised edition of the *Comprehensive School Counseling Program Guide, 2008* to their respective districts.
- 2009 The fourth Leadership Academy was held during the month of June and was specifically designed for graduate students in school counseling and focused on the college and post-secondary planning process.

\*Many of the documents described above were the result of collaborative efforts between CSCA, CCA (CACD), CACES, and the CTSDE.

Key to National and CT State Associations -

National Associations:

- American School Counselor Association (ASCA)  
(CSCA is a Charter member of ASCA)
- American Personnel & Guidance Association (APGA) changed its name to
- American Counseling & Development Association (ACDA) and eventually became the
- American Counseling Association (ACA)

CT State Associations:

- Connecticut Personnel & Guidance Association (CPGA) became the
- Connecticut Association of Counseling & Development (CACD) and is now called the
- Connecticut Counseling Association (CCA)
- Connecticut Association of Counselor Educators & Supervisors (CACES)

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*Patricia Landers, CSCA Past President, 1992 -1993*

### **The Leadership Academy for Connecticut School Counselors**

In order to supplement the current professional development programs offered to school counselors by the professional associations, and staff development offered at the district level, the Connecticut School Counselor Association (CSCA) and the Connecticut Association of Counselor Educators and Supervisors (CACES) are collaborating in the development and implementation of an annual Leadership Academy for school counselors. During the course of any given school year, the annual conferences sponsored by the CT professional counseling associations are the primary source for school counselors to update their skills, to find out about new programs, to network, and to receive current information on issues that have an impact on their role. It is often stated by school counselors that staff development programs in their districts do not address specific school counseling issues.

The idea of a Leadership Academy for school counselors is not new. A number of state school counselor associations from all over the country are offering professional development through an academy that addresses the critical issues of the 21<sup>st</sup> century, which school counselors, at all levels, are facing in their schools and communities.

The Mission of the Connecticut Leadership Academy is to provide professional development opportunities that promote the professional and personal growth of school counselors. The following goals have been established for the Academy:

1. Plan programs that address the assessed needs and current issues affecting school counseling;
2. Promote school counselor collaboration and partnerships with all stakeholders of the school counseling program;
3. Advocate for the role of the school counselor; and
4. Promote the role of the school counselor in student academic, career and personal/social development, and in improved academic performance.

The following are members of the Leadership Academy Committee:

Patricia Landers, Chair, Nancy Aleman, Delia Adorno, Hennie Budnik, Joy DiMaggio, Connie Tait, Ph.D, William Turek, and Marlene Silano

School counselors who would like to join the committee or provide topics of interest for the committee to pursue for future Leadership Academies can contact Patricia Landers at [pattlan@aol.com](mailto:pattlan@aol.com).