



ASCA WEBINAR SERIES



ASCA National Model: Management

June 12, 2017
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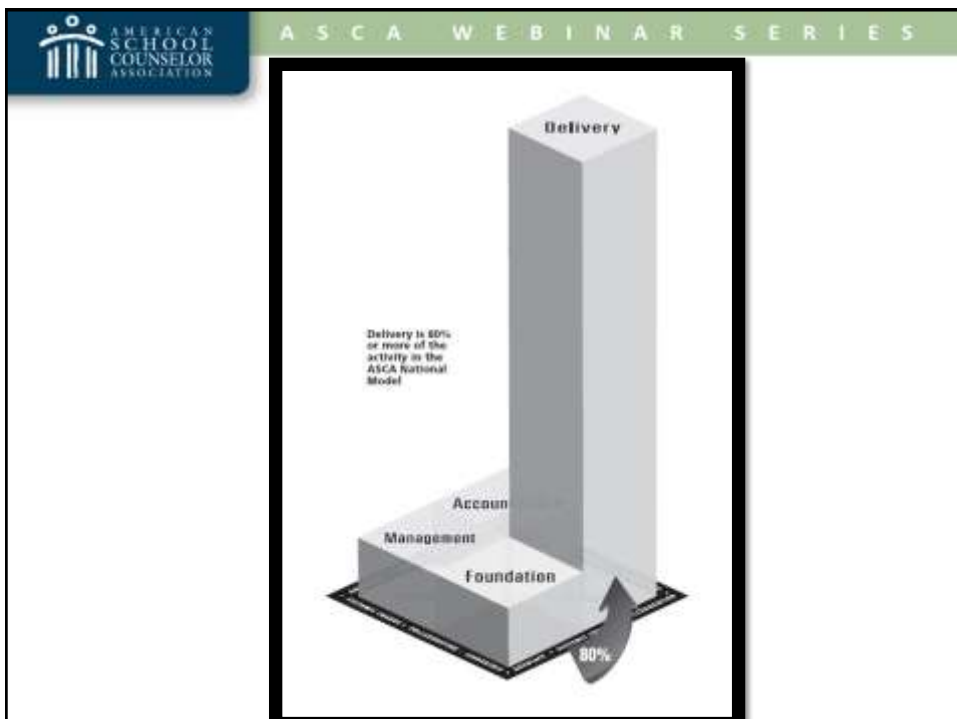


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Learning Outcomes

Upon completion of this webinar, participants will be able to:

- Select the assessments and tools that will help them take the next step in implementing a comprehensive school counseling program
- Identify the benefits of an annual agreement, advisory council, and calendars
- Understand action plans: core curriculum, small group, and closing the gap
- Identify examples of process, perception, and outcome data





MANAGEMENT

- Assessments
 - School Counselor Competencies
 - School Counselor Program Assessment
 - Use-of-Time Assessment
- Tools
 - School Data Profile
 - Annual Agreement
 - Advisory Council
 - Calendars
 - Curriculum Lesson Plan
- Templates
 - Core Curriculum Action Plan
 - Small Group Action Plan
 - Closing the Gap Action Plan



School Counselor Competencies

ANM p. 41



ASCA School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K-12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and postsecondary development.

Organized around and consistent with "The ASCA National Model: A Framework for School Counseling Programs (Third Edition)," the competencies can be used in a variety of ways including:

School counselors

- Self-assess their own competencies
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or refine meaningful school counselor performance evaluation

School counselor education programs

- Establish benchmarks for ensuring school counselor students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs

1. SCHOOL COUNSELING PROGRAMS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, development, needs-based school counseling program that aligns with the ASCA National Model.

1.A: Knowledge

ASCA's position statement, *The Professional School Counselor and School Counseling Preparation Programs*, states that school counselors should articulate and demonstrate an understanding of:

- 1.A.1. The organizational structure and governance of the American educational system as well as cultural, ethical and social influences on current educational practice. The organizational structure and components of an effective school counseling program that align with the ASCA National Model
- 1.A.2. Research to student learning and use of advocacy and data-driven school counseling practices to close the achievement/gaps/opportunity gap



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SC Program Assessment

ANM p. 59

SCHOOL COUNSELING PROGRAM ASSESSMENT

FOUNDATION	Yes	In Progress	No
CRITERIA			
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every student			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkage to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing the gap issues			
d. Address academic, career and/or personal/social development			

MANAGE BELIEF



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Use-of-Time

ANM p. 63/ANMIG p. 69

USE-OF-TIME ASSESSMENT

	Direct Student Services	Indirect Student Services	Program Management and Professional Development	Non-Counseling Tasks
	Off-Campus Counseling Services	Individual Counseling Services	Behavioral Counseling Services	Program Management and Accountability
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18	1:01-1:15 p.m.	x							
19	1:16-1:30 p.m.		x						
20	1:31-1:45 p.m.				x				
21	1:46-2 p.m.			x					
22	2:01-2:15 p.m.	x							
23	2:16-2:30 p.m.	x							
24	2:31-2:45 p.m.	x			x				
25	2:46-3 p.m.		x						
26	3:01-3:15 p.m.			x					
27	3:16-3:30 p.m.			x					
28	3:31-3:45 p.m.				x				
29	3:46-4 p.m.				x				
30	TOTALS	13	10	13	7	4	4	2	
31	% per topic	25%	19%	25%	13%	8%	8%	4%	100%
32	% per category		60%		13%		15%	4%	100%
33									





"He who would
search for pearls
must dive below."

John Dryden

(c) Hemera / Thinkstock



School Data Profile

ANM p. 66/ANMIG p. 24

SCHOOL DATA PROFILE TEMPLATE

School Data Profile		School Year					
Enrollment		#	%	#	%	#	%
Total enrollment							
Gifted (school-based)							
ESOL							
Special education services							
Dropout Rate		School Year					
All students		%		%		%	
Asian or Pacific Islander							
Black							
Hispanic/Latino							
White							
Students with disabilities							
Students identified as disadvantaged							
Limited-English-proficiency students							
Graduation or Promotion Rate		School Year					
All students		%		%		%	
Asian or Pacific Islander							
Black							
Hispanic/Latino							
White							
Students with disabilities							
Students identified as disadvantaged							
Limited-English-proficiency students							
Attendance		School Year					
All students		%		%		%	
Asian or Pacific Islander							
Black							
Hispanic/Latino							
White							
Students with disabilities							
Students identified as disadvantaged							
Limited-English-proficiency students							



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A S C A W E B I N A R S E R I E S

School Data Profile, cont.

School Year	#	%	#	%	#	%
Students with Disabilities						
All students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
School Year						
School Safety						
Weapons offenses						
Offenses against students						
Offenses against staff						
Alcohol, tobacco, drug offenses						
Disorderly or disruptive behavior						
Technology offenses						
School Year						
Engagement Data						
Students in rigorous courses						
Students graduating without retention						
Students in extracurricular activities						
Student detentions						
Student suspensions						
School Year						
Achievement						
All students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						

MANAGEMENT



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A S C A W E B I N A R S E R I E S

School Data Profile, cont.

School Year	#	%	#	%	#	%
Achievement						
All students with disabilities						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
School Year						
Achievement						
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
School Year						
Achievement						
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						
School Year						
Achievement						
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Other						

MANAGEMENT



School Data Profile Do's and Don'ts

ANMIG p. 27

- Look at existing school data.
- Review your school improvement plan.
- Look at all 3 types of school data: attendance, behavior, achievement.
- Begin with the basics. What are the greatest discipline, achievement, or attendance issues identified by administration and/or teachers?
- Select 2-3 measures within each of the 3 types of data, and review the subgroups of each.
- Look for trends over multiple years. These can reveal systemic issues.
- Look for differences among subgroups. Is there over- or under-representation within any of the subgroups?
- Don't get lost in too much data.
- Don't track everything. Select the areas within the 3 types of outcome data, and track those.
- Don't forget to disaggregate the data. This tells you where the gaps are.
- Don't use data to confirm your assumptions. Let the data tell you what is actually happening.
- Don't forget to use a variety of sources. Look at the school's state report card, district reports, and within school data reports.
- Don't try to do it alone. Include building and district personnel who can help. Think of data clerks, technology specialists, and math teachers.



Examples

ANM p. 109/ANMIG p. 33

Middle School Data Profile

Enrollment	2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%
Total enrollment	930	100	920	100	940	100
Gifted (school-based)	94	10.10	92	10.00	95	10.00
English for speakers of other languages	140	18.20	170	18.40	182	20.00
Special education services	119	12.20	120	13.00	125	13.1
Attendance Rate	2009-2010		2010-2011		2011-2012	
	%		%		%	
All students	93		92		89	
Asian or Pacific Islander	93		93		92	
Black	91		90		90	
Hispanic/Latino	89		89		87	
White	95		95		94	
Students with disabilities	91		91		90	
Students identified as disadvantaged	91		90		87	
Limited English proficiency students	92		91		89	
Race/Ethnicity	2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%
Asian or Pacific Islander	146	15.70	152	14.34	165	17.50
Black	311	33.40	292	31.63	269	28.60
Hispanic/Latino	198	21.25	250	27.17	301	32.00
White	275	29.56	226	24.56	205	21.90
Students with Disabilities	2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%
All Students with disabilities	119	100.00	120	100.00	125	100.00
Asian or Pacific Islander	21	17.60	19	15.80	19	15.10
Black	35	29.30	37	30.80	43	34.30



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Annual Agreement Template

School Counselor or _____ Year _____

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements
1
2
3

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use	Recommended
Direct Services to Students	_____ % of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students of time with individual student planning Addresses the immediate concerns of students
	_____ % of time with individual student planning	
	_____ % of time with responsive services	
Indirect Services for Students	_____ % of time providing referrals, consultation and collaboration	Interacts with others to provide support for student achievement
Program Planning and School Support	_____ % of time with foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and
		80% or more
		20% or less

ANNUAL AGREEMENT

ANM p. 46/ANMIG p. 78



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			School Support Activities	
--	--	--	---------------------------	--

Advisory Council

The school counseling advisory council will meet on the following dates:

Planning and Results Documents

The following documents have been developed for the school counseling program:

_____ Annual Calendar
_____ Closing-the-Gap Action Plans
_____ Curriculum Action Plan
_____ Results Reports (from last year's action plans)
_____ Small-Group Action Plan

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment:

Professional Collaboration and Responsibilities (Choose all that apply)

Group	Times/Weeks	Coordinator
A. School Counseling Team Meetings		
B. Administrative/Professional Meetings		
C. School Support Team Meetings		
D. Department Chair Meetings		
E. School Improvement Team Meetings		
F. District/School Counseling Meetings		
G. Other		

Budget Materials and Supplies

Annual Budget is _____ supplies and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____

My hours will be from _____ to _____ (if flextime scheduling is used)

The career center will be open from _____ to _____

Related Responsibilities of Other Staff and Volunteers

School Counseling Department Assistant _____
Attendance Assistant Clerk _____
Data Manager/Registrar _____
Career and College Center Assistant _____
Other Staff _____
Volunteers _____



Annual Agreement Do's and Don'ts

ANMIG p. 80

- Schedule a time to meet with your administrator.
- Use the annual agreement as a platform for a meaningful discussion with administration about goals, program, and responsibilities.
- Conduct the annual agreement conversation with administration within the first 2 months of school.
- Use your school counseling program goals to align yourself and your program with the school's mission and vision.
- Allow for some negotiation around components of the annual agreement.
- Conduct your own time analysis prior to setting your time-usage goals. Consider small growth in changes to your use of time.
- Don't "drop in" for this conversation with your administrator – schedule in advance.
- Don't use the same agreement for all counselors with the department.
- Don't use the annual agreement to refuse to do something.
- Don't assume your administrator will approve everything. Be prepared to have a well-organized and cogent discussion.
- Don't overstate your ability to accomplish your goals. Be reasonable and sensible.
- Don't assume the annual agreement will remove you from all non-counseling activities. All have to do their fair share.



Non-School-Counseling Duties

Non-school-counseling duties take away valuable time from implementing a school counseling program that meets the needs of all students. Consider these steps for the reassignment of non-school-counseling duties.

1. Identify tasks school counselors are currently responsible for that do not align with the appropriate duties of a school counselor (see appropriate and inappropriate activities for school counselors in the Use of Time section, p. 43).
2. Use data from the use-of-time assessment or estimate the amount of time in hours these duties take away from implementation of the school counseling program.
3. Consider if the tasks really need to be completed and how else the tasks might be completed, including through use of technology for increased efficiency.
4. Determine what school counseling activities would replace these tasks if they were removed, and estimate the impact on students.
5. Express willingness to be a part of a plan for successful transfer of the tasks to staff who have skills to complete the task, keeping in mind that other staff members may already have a large list of responsibilities as well.
6. Recognize that reassigning tasks may take time.

Adapted from Gysbers, N.C. & Henderson, P. (2012) *Developing and managing your school counseling program* (5th ed.). Alexandria, VA: American Counseling Association.



Advisory Council

ANM p. 47/ANMIG p. 89

See "ASCA Webinar: School Counseling Advisory Council" for details, suggestions, and examples!




Calendars

Annual Calendar

ANM p. 56/ANMIG p. 99

2015-2016 Yearly Calendar

Month	Direct and Indirect Student Services	Program Management (Program Planning & School Support)
	<ul style="list-style-type: none"> Core Curriculum Classroom Instruction Large Group Activities Individual Planning Behavior and 504 plans Responsive Services Counseling: Small Group/Individual Crisis Intervention Indirect Services Referral Consultation Collaboration 	<ul style="list-style-type: none"> Program Management / Operation Management Professional Development Foundation and Management Data Analysis Accountability Facilitate/Share Responsibilities Management Co-chair of Good Forks Public School District (K-12) Counselors. (Program Review, ASCA 3.0 Training and Professional Development) National Certified Ongoing Bullying Prevention Trainer
August/September 2015	<ul style="list-style-type: none"> Host a "Welcome New Families" Night Meet and follow "New Students" "Counselor Kick-Off" - Curriculum Core Curriculum - Grade Kindergarten Core Curriculum - Grade One (Both Core Curriculum - Goal #1 & #2) Class Meetings - Grades K-5 Group Counseling - Lunch Bunch Consult with nurse on 504 Plans Collaborate with teachers - 504 Plans Assist in developing 504 Plans for all 504 students 5th Grade Leadership - Applications 	<ul style="list-style-type: none"> District: ASCA 101 Training for New Counselors and Principals (August 20) District: Yearly Strategic Plan Presentation to the "Big 5" District Administration (August 21) District: Develop and present PD Training for District Counselors (August 26th - 27th and September 17) District: Book Study with counselors District: Mentor - New Counselor ASCA 3.0: Review & analyze School Data Profile Review Vision & Mission Statements Develop Yearly Calendar



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Weekly Calendar

COUNSELOR TIME-USE LOG

Counselor: Rachel Anderson
Week of: 09/21/2015

G = Guidance / C = Counseling / A = Advocacy / M = Management / S = School Support

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00					
7:20					
7:40					
8:00	Morning Duty G	Morning Duty G	Morning Duty G	Morning Duty G	Coverage G
8:20	Plan/Prep M	Needs Assess C	Phone Calls A	Indiv. Counseling C	Coverage G
8:40	Plan/Prep M	Needs Assess C	Needs Assess C	Indiv. Counseling C	3rd Grade Meeting A
9:00	Plan/Prep M	Needs Assess C	Needs Assess C	Indiv. Counseling C	3rd Grade Meeting A
9:20	Plan/Prep M	Needs Assess C	Indiv. Counseling C	Indiv. Counseling C	3rd Grade Meeting A
9:40	Plan/Prep M	Needs Assess C	Needs Assess C	Indiv. Counseling C	3rd Grade Meeting A
10:00	Draft Parent Ltr A	Meeting M	Plan/Prep M	Indiv. Counseling C	3rd Grade Meeting A
10:20	Draft Parent Ltr A	Meeting M	Plan/Prep M	Indiv. Counseling C	3rd Grade Meeting A
10:40	Indiv. Counseling C	Meeting M	1st Grade G		
11:00	Indiv. Counseling C	Meeting M	1st Grade G		
11:20	Cafeteria G	Cafeteria G	Cafeteria G		
11:40	Cafeteria G	Cafeteria G	Cafeteria G		
12:00	Indiv. Counseling C	Indiv. Counseling C	Indiv. Counseling C		
12:20	Indiv. Counseling C	Indiv. Counseling C	Indiv. Counseling C		
12:40	Phone Calls A	Indiv. Counseling C	Indiv. Counseling C		
1:00	Phone Calls A	Indiv. Counseling C	Indiv. Counseling C		
1:20	Indiv. Counseling M	Indiv. Counseling C	Indiv. Counseling C		
1:40	Indiv. Counseling A	Guidance Prep M	Indiv. Counseling C		
2:00	Email/Comm M	Guidance Prep M	Indiv. Counseling C		
2:20	Guidance - RTL G	Guidance Prep M	Guidance - RTL G		
2:40	Guidance - RTL G	Indiv. Counseling C	Guidance - RTL G		
3:00	Guidance - RTL G	Indiv. Counseling C	Guidance - RTL G		
3:20	Afternoon Duty G	Afternoon Duty G	Afternoon Duty G		
3:40					
4:00					

Time-Use THIS WEEK


	Guidance	Counseling	Advocacy	Management	School Support
Total	10.00 Hours	13.33 Hours	7.67 Hours	6.00 Hours	1.33 Hours
Percent	20%	35%	30%	18%	3%
47 Goals	1% Over	0% Under	0% Under	1% Over	0% Under

38.33 Total Hours THIS WEEK

0.83 +/- Contract Hours THIS WEEK

Annual Time-Use GOALS

	Guidance	Counseling	Advocacy	Management	School Support
Percent	20%	35%	30%	18%	3%



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Calendar Do's and Don'ts

- Develop and publish both weekly and annual calendars.
- Develop codes for identifying the types of services delivered on your weekly calendars.
- Periodically analyze weekly calendars (at least twice a year) to assess your actual use of time.
- Assess where you are, then gradually, but intentionally, move toward 80/20 time usage.
- Leave some time open each day for interruptions and developments.
- Don't work without a planned weekly calendar. Create a schedule for yourself.
- Don't overschedule. Allow some brief periods of non-scheduled time each day to cover issues that develop.
- Don't be pulled off schedule by quasi-emergencies that actually could wait until a break in your schedule.
- Don't get pulled into lengthy on-the-spot conversations. Acknowledge the need and invite individuals to meet with you when you have open time.



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LESSON PLAN TEMPLATE

School Counselor: _____ Date: _____

Activity: _____

Grade(s): _____

ASCA Student Standards (Domain/Standard/Competency): _____

Learning Objectives(s):

1. _____

2. _____

3. _____

Materials: _____

Procedure: _____

Plan for Evaluation: How will each of the following be collected?

Process Data: _____

Perception Data: _____

Outcome Data: _____

Follow Up: _____



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Lesson Plan Template

School Counselor: Dr. Judy Dwyer-Gee & Ms. Leigh Milonson

Date: September 22-23, 2016

Activity: Career Craving a 2-Part Lesson 1) Move On When Ready – Georgia's new dual enrollment program, Evaluation requirements, PSAT and 2) Attendance.

Grade(s): 10th grade

ASCA Standards & Behaviors (Domain/Standard):

Standard A: Understanding that postsecondary education and life-long learning are necessary for long-term career success.

Behaviors:

CS-9 Use time management, organizational and study skills

SDS-1 Demonstrate ability to assume responsibility

SD-5 Demonstrate ethical decision-making and social responsibility

Competency:

Report on the importance of consistent attendance in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace

Learning Objective(s) (align with Competency):

Students will understand the requirements for Move On When Ready

Students will understand the requirements for graduation

Students will understand the importance of good attendance

Students will understand the benefits of utilizing the PSAT and NMST

Materials: Computer lab, Handouts from Georgia Student Finance, Move On When Ready Pre-Test, Post-Test, Pencil, Counselor talking points.

Procedure: All students will follow the procedure for logging into Career Craving as outlined on power point attachment. Counselor will follow the agenda as outlined on power point attachment. Random selection of students for Pre and Post Test. The

second part of the lesson is an attendance. The counselor will conduct a verbal survey among students as well regarding perceptions.

Plan for Evaluation: How will each of the following be collected?

Process Data: From the Career Craving Completion Report, and attendance taken during the lesson.

Perception Data: Each student will complete the grade level activity and save the activity to their plan; randomly selected students will complete the Pre and Post Test.

Outcome Data: Attendance data will be collected at the end first and end of the second semester for the number of 10th grade students who missed 10 or more days.

Follow Up: Counselors will conduct credit checks with 10th graders at the beginning of the 2nd semester.



Action Plan Templates

ANM p. 69/ANMIG p. 117

SC Core
Curriculum

Small
Group

Closing the
Gap



Planned instruction that is delivered to all students,
grade levels, or other selected large groups of students
ANMIG p. 117



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SCHOOL COUNSELING CORE CURRICULUM ACTION PLAN

Grade Level	Lesson Topic	Monitors & Behaviors	Curriculum and Materials	Projector/Board/Doc	Process Data (Observed evidence of students affected)	Perception Data (Type of surveys/assessments to be used)	Outcome Data (Achievement, attendance and behavior data to be collected)	Other Person



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EXAMPLE School Counseling Core Curriculum Action Plan, cont.

Grade	Lesson Topic	Minibeta Behaviors	Curriculum and Materials	Projected Start/End	Process Data	Perception Data	Outcome Data
7	Career Cruising	M 4, B-LS 4 Increase in attendance rate for eighth-graders	One computer per student, Career Cruising website, directions sheet, career scavenger hunt	February-March	100 percent of seventh-grade students (324) Four classes daily (70-minute lesson each class period)	Career interest inventory completed	
8	Colors Personality Assessment	M 1, B-LS 6	Laptop and projector, PowerPoint presentation, colors cards, colors score sheets, pre- and post-questions	September	100 percent of eighth-grade students (508 students) Four classes daily (70-minute lesson each class period)	Pre and post-evaluations consisting of three true-or-false questions	Decrease in the number of Rule 5 (student-to-student harassment/abuse) referrals in eighth grade for the 2014-2015 school year
8	Bullying and Harassment Prevention	B-LS 2, B-LS 8	Laptop & projector, PowerPoint presentation (including "My Kid Would Never Bully" video clip), pre- and post-Questions	October	100 percent of eighth-grade students (508 students) Four classes daily (70-minute lesson each class period)	Pre and post-evaluations consisting of 10 true-or-false questions	Decrease in the number of bullying administrative referrals in eighth grade for the 2014-2015 school year



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Description of all small group counseling activities (minimum of 4 sessions) ANMIG p. 133



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ACTION PLAN SMALL GROUP

Grade Level	Group Topic	ASCA Content and Minibeta Behaviors	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of survey/ measurement to be used)	Outcome Data (Performance, attendance and/or behavior data to be collected)	Contact Person



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Developed to address academic, attendance, or behavior discrepancies existing among student groups
ANMIG p. 144




**ACTION PLAN
CLOSING THE GAP**

Goal: _____

Target Group: _____


Data to Identify Students: _____

Activities	ASCA Domain and Standards & Behavioral Expectations	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of survey/ assessment to be used)	Outcome Data (Achievement, attendance, and/or behavior data to be collected)	Contact Person



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**ACTION PLAN
CLOSING THE GAP**

Goal: _____

Target Group: _____

Data to Identify Students: _____

By May, 2016, 3rd and 4th grade direct serve ELL students who earned a D or U semester grade average in 2014-15 will improve their math grades by at least one letter grade.

Nine 3rd and 4th grade students who are in the direct-serve ELL program who made a D or U semester grade average in math during the 2014-15 school year.

Semester grade averages for math, Math Fact-astic weekly assessments

Activities	ASCA Domain and Standards & Behavioral Expectations	Curriculum and Materials	Projected Start/End	Process Data (Projected number of students affected)	Perception Data (Type of survey/ assessment to be used)	Outcome Data (Achievement, attendance, and/or behavior data to be collected)	Contact Person
Math Fact-astic daily fact review and counseling group upon arrival at school	Academic Domain: MS:2 B:LS 3	Math Fact-astic program	9/22/15 – 4/2/16	9 identified students	Pre/post student survey	Math grades Math Fact-astic weekly assessments	Suzy Counselor
Small group for study skills	Academic Domain: MS:2 B:LS 3	Pinterest SOAR Study Skills (book)	9/22/15 – 4/2/16	9 identified students	Pre/post student survey	Math grades Math Fact-astic weekly assessments	Suzy Counselor
Staff development sessions for teachers regarding cultural awareness and social justice, as well as a "cultural simulation"		Contact district professional development for resources					School Professional Development Liaison
ELL Training for all staff members		Contact district professional development for resources					School Professional Development Liaison



Three Types of Data

ANM p. 51/ANMIG p. 116, 157

Process

- Numbers impacted

Perception

- Pre/Post
- Surveys

Outcome

- Achievement
- Attendance
- Behavior



Without data
you're just
another person
with an opinion.

W. Edwards Deming



DATA ON ALL THREE TYPES OF PLANS:

ected /End	Process Data (Projected number of students affected)	Perception Data (Type of surveys/ assessments to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	C P
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Process Data

How many will be impacted?

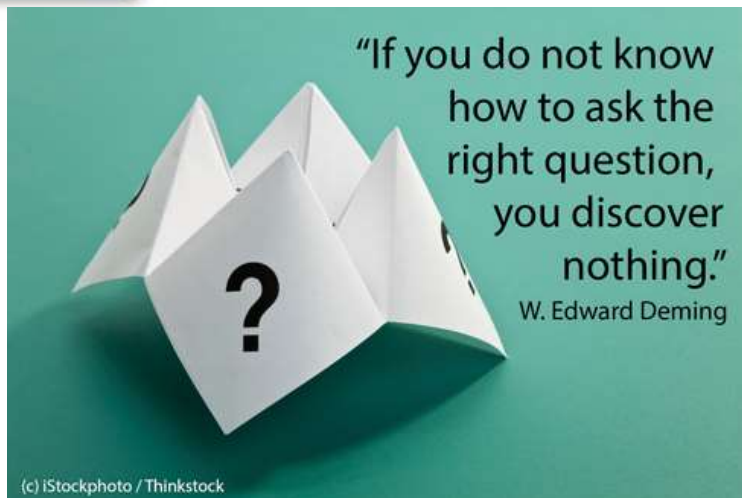
- Eight 4th grade students in a study skills group that will meet six times for 45 minutes
- 450 9th grade students will complete an individual learning plan
- 100% of 6th grade students will receive conflict resolution lessons.



Perception Data

What do students think they know, believe or can do?

- Attainment of competencies
- Changes in attitudes and beliefs
- Perceived gains in knowledge





Perception Data



Attitudes

I believe...



Knowledge

I know...



Skills

I can...

Measure Before & After

Keep it Short

Keep it Easy

Compare Results



Perception Data



Attitudes

Scaling

Likert

Card Sort

Take a Stand

I believe...



Knowledge

Recount facts

Define

Describe

List

I know...



Skills

Demonstrate a skill

Role Play

Give Example

Illustrate

Solve a Problem

I can...



Tools to Collect Perception Data

Pre-Post	Knowledge gained Change in perspective
Needs Assessment	Perception of student or program needs
Program/Activity Evaluation	Value of intervention or activity
Opinion Survey	Perceptions of SC program or activities



Outcome Data - ULTIMATE GOAL

How are students different?

- Hard data
- Application data
- Impacted on students ability to utilize the knowledge, attitudes and skills
 - Attendance
 - Behavior
 - Academic achievement

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EXAMPLE

Process, Perception and Outcome Data

	Process Data	Perception Data			Outcome Data
		Attitudes	Knowledge	Skills	
Bullying	All fourth-graders 178 students/ seven classes Two classroom lessons Delivered December and November	What is the best way to handle the bully? How important is it to stand up to a bully? (rate 1-10)	Define bullying. Give an example of bullying. Name three things a target can do to get away from a bully.	Describe something you would do when you see someone being bullied.	Behavior: Comparison of number of administrative referrals for peer-on-peer conflict first half of school year to second half
HS Transition	All eighth-graders 218 students Three classroom lessons	Rate your feelings about going to high school next year on a scale of 1-10.	Name three people in the high school who will help you if you get lost.	How many students can successfully open a combination lock within 30 secs.	Attendance: Comparison of absences last month of school previous school year to current school year
Study Skills	Third-graders who failed social studies or science first quarter 15 students Three small groups 10 sessions of 30 minutes	Name three reasons for learning about...	Name three ways to study for unit test.	Number of students satisfactorily completing homework on time (teacher gradebook)	Achievement: Comparison of first- and second-quarter report card grades

Data Examples

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Process, Perception & Outcomes!



Process, Perception or Outcome

- 40% fewer discipline referrals



Process, Perception or Outcome

- 40% fewer discipline referrals

Outcome



Process, Perception or Outcome

- 400 Students



Process, Perception or Outcome

- 400 Students

Process



Process, Perception or Outcome

- 45% feel safe at school



Process, Perception or Outcome

- 45% feel safe at school

Perception



Process, Perception or Outcome

- 100% have a graduation plan



Process, Perception or Outcome

- 100% have a graduation plan

Perception



Resources

ASCA National Model FAQ:

<https://www.schoolcounselor.org/school-counselors-members/asca-national-model/asca-national-model-faqs>

Download ASCA National Model templates:

<https://www.schoolcounselor.org/school-counselors-members/asca-national-model>

Examples of RAMP applications:

<http://www.schoolcounselorawards.org/ramp/example>

Information on books to purchase:

<https://www.schoolcounselor.org/school-counselors-members/asca-national-model/purchase-the-books>



ASCA National Model: One-Year Implementation Plan

Use the following as a guide to implementing the ASCA National Model in a school year.

Month	Component	Description
July, August or September	Annual Agreement Person Resp: All	<ol style="list-style-type: none"> 1. Signed within first two months of school 2. One per counselor 3. Provides rationale for school counselor's use of time 4. List school counselor's specific responsibilities 5. Reflects mission and goals 6. Identifies areas for professional development
July, August or September	SC Program Goals Person Resp: for Draft	<ol style="list-style-type: none"> 1. Promotes achievement, attendance, behavior, and/or school safety 2. Are based on school data 3. Addresses school-wide data, policies and practices to address closing the gap issues 4. Addresses academic, career and/or personal/social development 5. Are SMART: specific, measurable, attainable, results-oriented, time-bound 6. Align with vision and mission
July, August or September	Calendars (annual & weekly) Person Resp: All	<p>Annual (one per program)</p> <ol style="list-style-type: none"> 1. Indicate activities of a comprehensive school counseling program 2. Reflect program goals and activities of school counseling curriculum, small group and closing the gap action plans 3. Are published and distributed to appropriate persons 4. Indicate fair share responsibilities <p>Weekly (one per school counselor)</p> <ol style="list-style-type: none"> 1. Weekly calendar aligns with planned use of time in annual agreement
July, August or September	Action Plans (Curriculum, Small Group and Closing the Gap) Person Resp: for Draft	<ol style="list-style-type: none"> 1. Data are used to develop curriculum, small group and closing the gap action plans using action plan templates 2. Action plans are consistent with the program goals and competencies 3. Projected results (process, perception and outcome) data has been identified 4. Projected outcome data are stated in terms of what the student will demonstrate
October	Advisory Council (Meeting 1) Person Resp: for Draft	<ol style="list-style-type: none"> 1. Membership includes administrator and representatives of school and community stakeholders 2. Meets at least twice a year and maintains agenda and minutes 3. Advises on school counseling program goals, reviews program results, and makes recommendations 4. Advocates and engages in public relations for the school counseling program 5. Advocates for school counseling program funding and resources
October	Use of Time Assessment	<ol style="list-style-type: none"> 1. Use of time assessment completed twice a year 2. Direct and indirect services account for 80% of time or more 3. Program management and school support activities account for 20% of time or less

