

ASCA WEBINAR SERIES



AMERICAN  
SCHOOL  
COUNSELOR  
ASSOCIATION

## ASCA National Model: Management

June 12, 2017  
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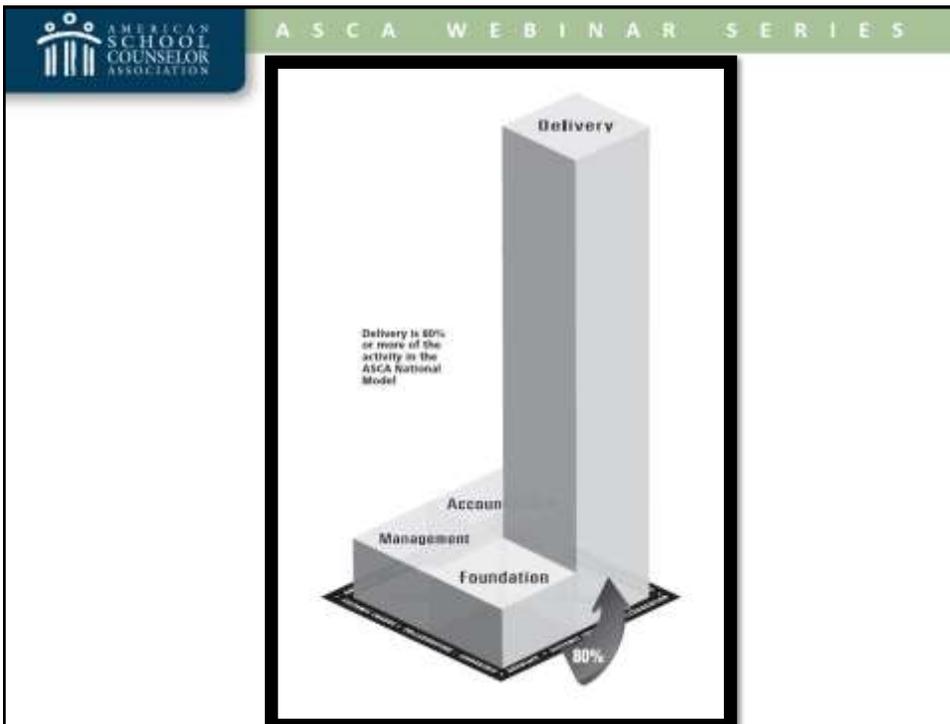
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## Learning Outcomes

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




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# 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


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## School Counselor Competencies

ANM p. 41



### ASCA School Counselor Competencies

**T**he 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, political and social influences on current educational practice.
- 1.A.2. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model.
- 1.A.3. Research to student learning and use of advocacy and data-driven school counseling practices to clear the achievement opportunity gap.


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## SC Program Assessment

ANM p. 59

### SCHOOL COUNSELING PROGRAM ASSESSMENT

FOUNDATION			
CRITERIA	Yes	In Progress	No
<b>Beliefs</b>			
a. Indicate an agreed-upon belief system about the ability of all students to achieve			
b. Address how the school counseling program meets student developmental needs			
c. Acknowledges 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			
<b>Vision Statement</b>			
a. Describe 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			
<b>Mission Statement</b>			
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			
<b>Program Goals</b>			
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			


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## Use-of-Time

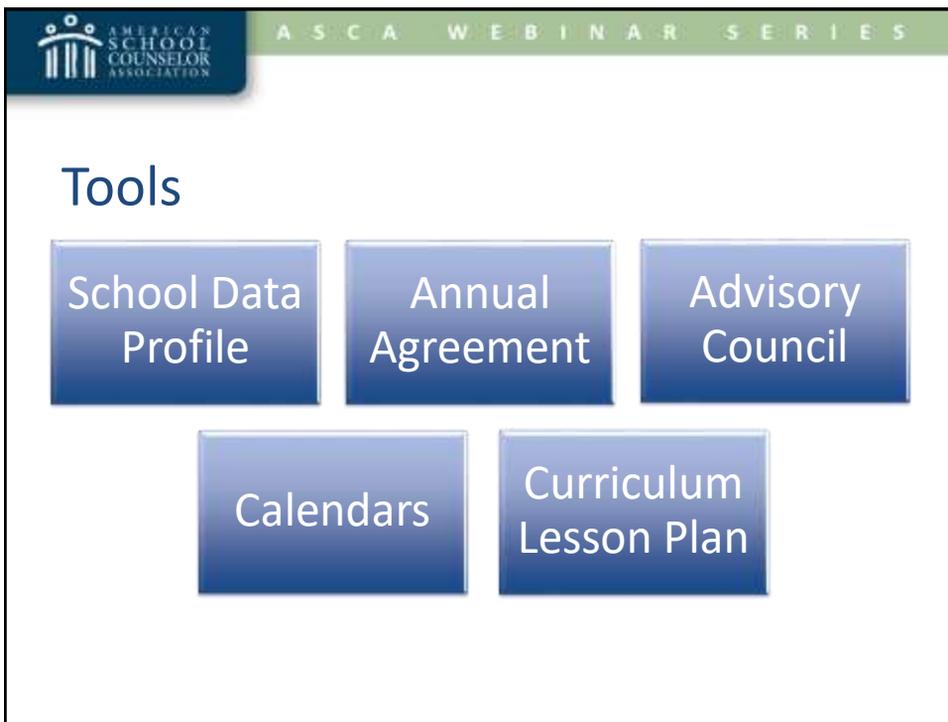
ANM p. 63/ANMIG p. 69

### USE-OF-TIME ASSESSMENT

Direct Student Services	Indirect Student Services		School Counselor Activities	Professional Development	Administrative Duties	Other	Total
	Individual Student Services	Group Student Services					
7:00-7:30 am							
7:30-8:00 am							
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28	1:01-1:15 p.m.	x							
29	1:16-1:30 p.m.		x						
30	1:31-1:45 p.m.				x				
31	1:46-2 p.m.			x					
32	2:01-2:15 p.m.	x							
33	2:16-2:30 p.m.	x							
34	2:31-2:45 p.m.	x			x				
35	2:46-3 p.m.		x						
36	3:01-3:15 p.m.			x					
37	3:16-3:30 p.m.			x					
38	3:31-3:45 p.m.				x				
39	3:46-4 p.m.				x				
40	TOTALS	13	10	13	7	4	4	2	
41	% per topic	25%	19%	25%	13%	8%	8%	4%	100%
42	% per category		60%		13%		15%		4%
43									




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**"He who would search for pearls must dive below."**  
John Dryden



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## School Data Profile

ANM p. 66/ANMIG p. 24

**SCHOOL DATA PROFILE TEMPLATE**

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

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

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**School Data Profile, cont.**

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



## 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						
	2009-2010		2010-2011		2011-2012	
	#	%	#	%	#	%
<b>Enrollment</b>						
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
<b>Attendance Rate</b>						
		%		%		%
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	
<b>Race/Ethnicity</b>						
	#	%	#	%	#	%
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
<b>Students with Disabilities</b>						
	#	%	#	%	#	%
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 \_\_\_\_\_ Year \_\_\_\_\_

School Counseling Program Mission Statement \_\_\_\_\_

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**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	80% or more
	_____ % of time with individual student planning of time with individual student planning	
	_____ % of time with responsive services Addresses the immediate concerns of students	
Indirect Services for Students	_____ % of time providing referrals, consultation and collaboration Interacts with others to provide support for student achievement	20% or less
Program Planning and School Support	_____ % of time with foundation, management and accountability and school support Includes planning and evaluating the school counseling program and	


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**Advisory Council**  
 The school counseling advisory council will meet on the following date: \_\_\_\_\_

**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  
 \_\_\_ Needs Reports (from last year) & 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)**

Task	Times/Week	Duration
A. School Counseling Team Meetings		
B. Administrative/Professional Meetings		
C. Student Support Team Meetings		
D. Department Chair Meetings		
E. School Improvement Team Meetings		
F. District/Local Counseling Meetings		
G. Other		

**Budget Materials and Supplies**  
 Annual Budget is \_\_\_\_\_ supplies and supplies needed: \_\_\_\_\_

**School Counselor Assistant/Office Organization**  
 The school counseling office will be open for students/parents/teachers from \_\_\_\_\_ to \_\_\_\_\_  
 My hours will be from \_\_\_\_\_ to \_\_\_\_\_ (if home scheduling is used)  
 The career center will be open from \_\_\_\_\_ to \_\_\_\_\_

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

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Weekly Calendar						
<b>COUNSELOR TIME-USE LOG</b>						
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	Indv. Counseling C	Coverage G	
8:40	Plan/Prep M	Needs Assess C	Needs Assess C	Indv. Counseling C	3rd Grade Meeting A	
9:00	Plan/Prep M	Needs Assess C	Needs Assess C	Indv. Counseling C	3rd Grade Meeting A	
9:20	Plan/Prep M	Needs Assess C	Indv. Counseling G	Indv. Counseling C	3rd Grade Meeting A	
9:40	Plan/Prep M	Needs Assess C	Needs Assess C	Indv. Counseling C	3rd Grade Meeting A	
10:00	Dist Parent Ltr A	Meeting M	Plan/Prep M	Indv. Counseling C	3rd Grade Meeting A	
10:20	Dist Parent Ltr A	Meeting M	Plan/Prep M	Indv. Counseling C	3rd Grade Meeting A	
10:40	Indv. Counseling C	Meeting M	1st Grade Meeting M			
11:00	Indv. Counseling C	Meeting M	1st Grade Meeting M			
11:20	Callers G	Callers G	Callers G			
11:40	Callers G	Callers G	Callers G			
12:00	Indv. Counseling C	Indv. Counseling C	Indv. Cn			
12:20	Indv. Counseling C	Indv. Counseling C	Indv. Cn			
12:40	Phone Calls A	Indv. Counseling C	Indv. Cn			
1:00	Phone Calls A	Indv. Counseling C	Indv. Cn			
1:20	Indv. Counseling M	Indv. Counseling C	Indv. Cn			
1:40	Indv. Counseling A	Bulldance Prep M	Indv. Cn			
2:00	Enrich/Comm M	Bulldance Prep M	Indv. Cn			
2:20	Guidance - RTL G	Guidance Prep M	Guidance - RTL G			
2:40	Guidance - RTL G	Indv. Counseling C	Guidance - RTL G			
3:00	Guidance - RTL G	Indv. 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
Time	10.00 Hours	13.33 hours	7.67 Hours	6.00 Hours	1.33 Hours
Percent	20%	33%	30%	18%	3%
# of Goals	1% Over	2% Under	0% Under	1% Over	2% Under
<b>38.33 Total Hours THIS WEEK</b>					
<b>0.83 +/- Contract Hours THIS WEEK</b>					

Annual Time-Use GOALS					
	Guidance	Counseling	Advocacy	Management	School Support
Percent	20%	33%	30%	18%	3%
Guidance - RTL	G	Affirmance Rewards S	Guidance - RTL	G	
Guidance - RTL	G	Indv. Counseling C	Guidance - RTL	G	
Afternoon Duty	G	Afternoon Duty G	Afternoon Duty G		

AMERICAN SCHOOL COUNSELOR ASSOCIATION		ASCA WEBINAR SERIES				
<h2>Calendar Do's and Don'ts</h2>						
<ul style="list-style-type: none"> <li>• Develop and publish both weekly and annual calendars.</li> <li>• Develop codes for identifying the types of services delivered on your weekly calendars.</li> <li>• Periodically analyze weekly calendars (at least twice a year) to assess your actual use of time.</li> <li>• Assess where you are, then gradually, but intentionally, move toward 80/20 time usage.</li> <li>• Leave some time open each day for interruptions and developments.</li> <li>• Don't work without a planned weekly calendar. Create a schedule for yourself.</li> <li>• Don't overschedule. Allow some brief periods of non-scheduled time each day to cover issues that develop.</li> <li>• Don't be pulled off schedule by quasi-emergencies that actually could wait until a break in your schedule.</li> <li>• 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.</li> </ul>						


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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 Counselors: Dr. Judy Dwyer-Oen & Ms. Leigh Mikoson

Date: September 22-23, 2016

Activity: Career Training a 2 Part Lesson (1) Move On When Ready – Georgia's new dual enrollment program, Evaluation instruments, PSAT and 2) Attendance, Grade(s): 10<sup>th</sup> grade

ASCA Standards & Behaviors (Domain/Standard):

Standard 4- Understanding that postsecondary education and life-long learning are necessary for long-term career success.

Behaviors:

LS19 Use time management, organizational and study skills

SHS-1 Demonstrate ability to assume responsibility

SS-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 idea or themes, speak clearly at an understandable pace

Learning Objectives(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 NMSQ

Materials: Computer lab, Handouts from Georgia Student Finance, Move On When Ready Pre-Test, Post-Test, Prechs, 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 Tests. The

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

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 10<sup>th</sup> grade students who missed 10 or more days.

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



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# Action Plan Templates

ANM p. 69/ANMIG p. 117

## SC Core Curriculum

## Small Group

## Closing the Gap



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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	Minutess & Behaviors	Curriculum and Materials	Project/Activity	Process Date (Project/number of students affected)	Perception Case (Type of survey/assessments to be used)	Outcome Date (Achievement, attendance and/or behavior data to be collected)	Other Notes



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**EXAMPLE School Counseling Core Curriculum Action Plan, cont.**

Grade	Lesson Topic	Minibits/ Behaviors	Curriculum and Materials	Projected Start/End	Process Data	Perception Data	Outcome Data
7	Career Cruising	M 4, B-C 3 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-SS 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-SS 2, B-SS 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**



**ACTION PLAN  
SMALL GROUP**

Grade Level	Group Topic	ASCA Domain and Minibits/ 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 (Achievement, attendance and/or behavior data to be collected)	Control Factors


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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 Standards	Curriculum and Materials	Project Start/End	Process Data (Projected number of students affected)	Perception Data (Type of survey/ assessments 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: By May, 2016, 3<sup>rd</sup> and 4<sup>th</sup> 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.  
 Target Group: Nine 3<sup>rd</sup> and 4<sup>th</sup> 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.  
 Data to Identify Students: Semester grade averages for math, Math Fact-astic weekly assessments

Activities	ASCA Domain and Standards & Behavioral Standards	Curriculum and Materials	Project Start/End	Process Data (Projected number of students affected)	Perception Data (Type of survey/ assessments 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

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

## Three Types of Data

ANM p. 51/ANMIG p. 116, 157

### Process

- Numbers impacted

### Perception

- Pre/Post
- Surveys

### Outcome

- Achievement
- Attendance
- Behavior

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

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
---------------	--	---	--	--------



## Process Data

How many will be impacted?

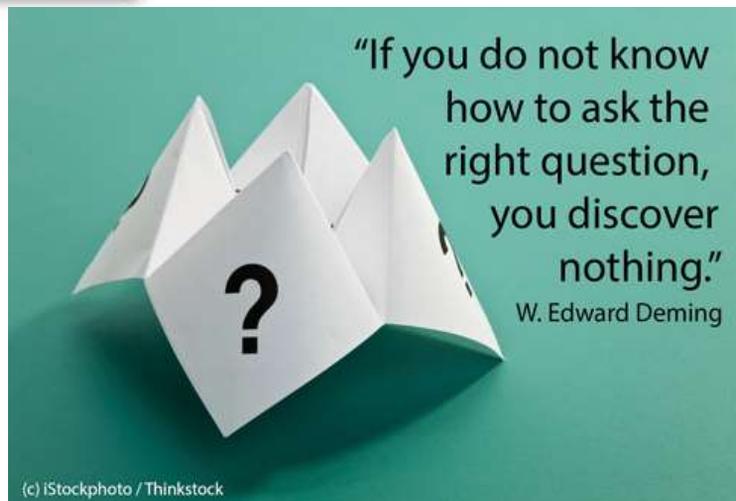
- Eight 4<sup>th</sup> grade students in a study skills group that will meet six times for 45 minutes
- 450 9<sup>th</sup> grade students will complete an individual learning plan
- 100% of 6<sup>th</sup> grade students will receive conflict resolution lessons.



## Perception Data

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

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



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## Perception Data



**Attitudes**  
I believe...



**Knowledge**  
I know...



**Skills**  
I can...

Measure Before & After  
 Keep it Short  
 Keep it Easy  
 Compare Results

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

The graphic features a green background with faint circular patterns. A dark blue horizontal bar on the left contains the ASCA logo, which consists of a stylized classical building with three columns and a pediment. To the right of the logo, the text "AMERICAN SCHOOL COUNSELOR ASSOCIATION" is written in white, stacked vertically. A white rounded rectangular box overlaps the blue bar and the green background, containing the text "Q & A" in a dark blue serif font. At the bottom of the graphic, the words "ASCA WEBINAR SERIES" are written in a dark blue, spaced-out, sans-serif font.

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Q & A

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