How do you know having a comprehensive school counseling program makes a difference?
Research on Schools with Comprehensive Counseling Programs

- Graduation Rates
- Math and Reading
- 3rd grade reading proficiency
- Scores on state tests
- ACT Scores
- Students taking ACT
- Perkins Program Completion
- Attendance
Research on Schools with Comprehensive Counseling Program

- Suspension rates
- Discipline referrals
- Student reports of bullying/teasing
<table>
<thead>
<tr>
<th>Students Report …</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher grades</strong></td>
</tr>
<tr>
<td>School prepares them well for their future</td>
</tr>
<tr>
<td>A positive school climate</td>
</tr>
<tr>
<td>Career and college information readily available</td>
</tr>
</tbody>
</table>
How the school counseling program is organized matters!
MTMDSS

Multi-tiered, Multi-Domain System of Supports
School Counseling Program Delivery Model
Good Things Happen

- School Wide Attendance Program
- Newsletters
- Prevention Meetings
- Record Keeping
- Parent Phone Calls
- Responsive Services
- Senior Letters
- Parent Workshop
- Response to Concerns
- Classroom Announcements
- Parent Teacher Conferences
- Service
- Transcript Reviews
- Drop In Conferences
- Staff Development for Teachers
- Academic Support
- Individual Student Planning
- Bully Prevention Programs
- Crisis Response
- Closing the Gap
- Social/Emotional Groups
- Data Analysis
- Abuse Disclosure
Why the ASCA National Model?

- More time for students & counseling activities
- Aligns with MTSS: academics, attendance, behavior
- Better results for all students
- More engaged stakeholders
- More accountability

Students are at the CENTER of the ASCA Model
We Exist To Effect Change In Students:

Acquire
- Knowledge
- Social Skills
- Positive Attitude/Skill

Improve
- Attendance
- Behavior
- Academic Achievement
Challenges:

- Time – how to prioritize
- Timing – when to start
- Buy-in from stakeholders
- How to start
- ASCA school counselor role vs. reality
- "drivers"
- Aligning with district
- Data – implications
- Frustrations of so much to do
- Admin support
Who will benefit from this most in your school?
ALL of these components are used to develop a comprehensive School Counseling Program

<table>
<thead>
<tr>
<th>ASCA National Model Components</th>
<th>Yes</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MANAGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vision Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aligned with ASCA National Model’s criteria for exemplary vision statement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aligned with ASCA National Model’s criteria for exemplary mission statement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School data summary prioritizing data points addressed through the school counseling program completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Student Outcome Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. School improvement plan reviewed to identify school priorities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Goals written in SMART format: specific, measurable, attainable, relevant, time-bound.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use-of-Time Calculator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use-of-time calculator completed at least twice a year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Administrative Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference held with supervising</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It’s a Program Plan
The school counselor is the school counselor
Themes

Advocacy
Systemic Change
Collaboration
Leadership
Leadership – School counselors demonstrate leadership by systematically selecting and delivering activities and interventions addressing a wide variety of Mindsets & Behaviors informed by school data. Although not all Mindsets & Behaviors can be addressed in a single year, school counselors look for ways to deliver as many standards as possible for as many students as possible.

Outcome data: Outcome data answers the question, “How did the learning affect students’ achievement, attendance or discipline?” Reviewing outcome data after a series of activities and interventions based on ASCA Mindsets & Behaviors helps school counselors

Advocacy and Systemic Change: School counselors create opportunities to advocate for students by collecting participation, Mindsets & Behaviors and outcome data and analyzing the data over time to determine student progress and effectiveness of the school counseling program. When disparities exist between subgroups such as gender, race, ethnicity, socioeconomic status and/or other relevant classifications, school counselors prioritize programs and activities designed to close information, attainment, achievement and opportunity gaps and create systemic change within the school. (ASCA Ethical Standards A.3.c & d)

Collaboration: School counselors collaborate with administrators, data specialists and other school staff to generate student data reports, analyze the data and create plans to improve student achievement, attendance and behavior.

School Counselor Assessment and Appraisal
Assessing and appraising school counselor performance is a multifaceted process. This process includes self-assessment, formal appraisal of school counselor performance by a supervisor, and the collection and analysis of student, staff, and parent feedback.

Ethics – It is the school counselor's ethical responsibility to review school and student data to determine needed interventions to close information, attainment, achievement and opportunity gaps. (ASCA Ethical Standards A.3.c & d)

Advocacy – School counselors use data to advocate for student needs and the school counseling program. Data can be used to promote reduction of inappropriate non-school-counseling-related tasks, which then creates more time to address student needs revealed in the data.
Assess
- Program Assessment
- School Counselor Assessment and Appraisal

Manage
- Program Focus
- Program Planning

Define
- Student Standards
- Professional Standards

Deliver
- Direct Student Services
- Indirect Student Services
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>Define</td>
</tr>
<tr>
<td>Management</td>
<td>Manage</td>
</tr>
<tr>
<td>Delivery</td>
<td>Deliver</td>
</tr>
<tr>
<td>Accountability</td>
<td>Assess</td>
</tr>
</tbody>
</table>
Define
Student Standards
Professional Standards
DEFINE

Student Standards

ASCA Mindsets & Behaviors for Student Success:
K-12 College- and Career-Readiness Standards for Every Student

Research-Based Standards:

- Academic Knowledge and Skills
- Personal and Social Skills
- Career and Technical Skills
- Literacy
- Health
- Social Studies
- Science
- Mathematics
- Technology
- Performing Arts
- Fine Arts
- Physical Education

Professional Standards

ASCA Ethical Standards for School Counselors

Purpose:
The American School Counselor Association (ASCA) is the national professional association for school counselors. ASCA's mission is to promote and advance the use of school counseling programs and services that help promote student success in academic, personal/social, and career development. ASCA provides leadership and support to the field of school counseling by advocating for the profession and the rights of all students to receive school counseling services.

Responsibilities for School Counseling:

1. Counseling Program:
   - The school counseling program shall:
     - Be based on the ASCA National Model for School Counseling Programs
     - Be aligned with state and local education standards
     - Be responsive to the needs of all students
   - The program shall:
     - Provide opportunities for all students to reach their full potential
     - Foster a positive school climate
     - Promote the well-being of all students

2. Scope of Practice:
   - The school counselor shall:
     - Engage in ethical and professional practice
     - Use the ethical standards as a guide
     - Comply with state and local laws
     - Advocate for the rights of all students

3. Professional Development:
   - The school counselor shall:
     - Participate in ongoing professional development
     - Seek opportunities to improve practice
     - Stay informed about new research and best practices

4. Collaboration:
   - The school counselor shall:
     - Collaborate with other professionals
     - Foster a positive school climate
     - Promote the well-being of all students

5. Advocacy:
   - The school counselor shall:
     - Advocate for the rights of all students
     - Seek opportunities to improve practice
     - Stay informed about new research and best practices

ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the knowledge and skills school counselors need to meet the unique needs of students in grades K-12. These standards are intended to help counselors develop and implement effective counseling programs that address the academic, personal/social, and career development needs of all students. The standards are broad in scope and can be used in a variety of ways, including:

- Developing school counseling programs
- Standardizing school counseling services
- Evaluating the effectiveness of school counseling programs
- Guiding the professional development of school counselors

Organizations of the ASCA School Counselor Professional Standards & Competencies:
The ASCA School Counselor Professional Standards & Competencies are recognized by the National Association of Secondary School Principals (NASSP) as the national standards for school counseling. These standards are intended to guide school districts in the development and implementation of school counseling programs. The standards are also used by state and local school districts to develop and implement effective school counseling programs.
The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

### Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

### Category 2: Behavior Standards
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

<table>
<thead>
<tr>
<th>Learning Strategies</th>
<th>Self-Management Skills</th>
<th>Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate critical-thinking skills to make informed decisions</td>
<td>1. Demonstrate ability to assume responsibility</td>
<td>1. Use effective oral and written communication skills and listening skills</td>
</tr>
<tr>
<td>2. Demonstrate creativity</td>
<td>2. Demonstrate self-discipline and self-control</td>
<td>2. Create positive and supportive relationships with other students</td>
</tr>
<tr>
<td>3. Use time-management, organizational and study skills</td>
<td>3. Demonstrate ability to work independently</td>
<td>3. Create relationships with adults that support success</td>
</tr>
<tr>
<td>5. Apply media and technology skills</td>
<td>5. Demonstrate perseverance to achieve</td>
<td>5. Demonstrate ethical decision making and</td>
</tr>
</tbody>
</table>
Manage

Program Focus
Program Planning
Program Focus

Beliefs

Vision

Mission

Student Outcome Goals
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Achievement</td>
<td>Attendance</td>
</tr>
<tr>
<td>Attendance</td>
<td>Behavior</td>
<td>Discipline</td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANAGE Data</td>
<td>3rd Edition</td>
<td>4th Edition</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Process</td>
<td>Participation</td>
<td>Who participated in what activities?</td>
</tr>
<tr>
<td>Perception</td>
<td>Mindsets &amp; Behaviors</td>
<td>What did they learn?</td>
</tr>
<tr>
<td>Outcome</td>
<td>Outcome</td>
<td>How did the learning affect achievement, attendance or discipline?</td>
</tr>
<tr>
<td>Program Goals</td>
<td>Annual Student Outcome Goals</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Achievement</td>
<td>1. Achievement</td>
<td></td>
</tr>
<tr>
<td>2. Attendance</td>
<td>2. Attendance</td>
<td></td>
</tr>
<tr>
<td>3. Discipline</td>
<td>3. Discipline</td>
<td></td>
</tr>
</tbody>
</table>
MANAGE
Program Planning

School Data Summary

Create your school’s data story by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.).

1. Identify who in the building can help you. Who is your data expert; who can help you interpret the data?

2. Identify the school improvement plan goals.  
   - In which areas can the school counseling program support the work?

   - List those goals:

3. Review available school data reports for previous years to identify trends.  
   For example:  
   *Is there a subgroup that historically underperforms on standardized achievement benchmarks?*
MANAGE Program Planning

Annual Student Outcome Goal Plan

Academic Year __________ to __________

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

By __________, __________ Targeted Group

will __________ (increase/decrease something related to achievement, attendance or discipline)

by __________ from __________ to __________

Measure of change

Baseline data

Target data

Supplemental Data:
Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Mindsets & Behavior Data:
Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted group and goal:
Closing-the-Gap Action Plan/Results Report

School Name: Markum Middle School

Annual Goal: By Dec. 18, eighth-grade girls with two or more discipline referrals for peer-on-peer conflict in the first six weeks of school will decrease the number of referrals during the rest of the semester by 50 percent from two or more (first six weeks) to no more than one referral (next 12 weeks).

Mindsets & Behaviors Targeted:
1. B-SS 2. Create positive and supportive relationships with other students
2. B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

Mindsets & Behaviors Survey Items (administered to target group of students):
1. I can state my opinion respectfully.
2. I know how to solve conflict peacefully.
3. I can come up with 2 solutions when conflict happens that do not add problems.
4. I know when to step away from the conflict.

Interventions:
- Direct Student Services
  1. Small group for getting along
  2. Individual counseling on goal setting
  3. One class lesson on mediation

- Indirect Student Services
  1. Parent conference
  2. Teacher collaboration
  3. [Blank]

Data Collection Plan:
- Participation Data Plan
- Results Data

Anticipated: eight students invited
- Six sessions of 5G — topics include conflict resolution and peaceful problem solving
- Two individual sessions for setting goals
- Parent conference (one per participant)
- Brainstorming sessions with teachers of eight participants on better ways to respond/interact
- One class lesson on mediation skills for all eighth-grade classes

Actual: eight students participated
- Nine sessions of 5G — topics include conflict resolution, peaceful problem solving, and interpreting social cues
- Two individual sessions for setting goals
- Parent conference with seven of the eight participants
- Two brainstorming sessions with teachers of eight participants on better ways to respond/interact

Mindsets & Behaviors Data prior to intervention (pre-test/baseline data):
- Utilized 4-point Likert scale
  1. 3
  2. 2.5
  3. 1.5
  4. 2

Mindsets & Behaviors Data after intervention post-test/results data:
- Utilized 4-point Likert scale
  1. 3.5
  2. 3.5
  3. 4
  4. 4

Outcome Data Plan:
- Baseline Data:
  - Six girls had two discipline referrals during the first six weeks of school
  - One girl had three discipline referrals
  - One girl had four discipline referrals
  - Total: Eight girls had a total of 11 referrals during the first six weeks of school

Outcome Data Results:
- Target Data:
  - The six girls with two discipline referrals had zero during the next 12 weeks.
  - The girl with three referrals had 1 during the next 12 weeks.
  - The girl with four referrals had one during the next 12 weeks.
  - Total: Eight girls had a total of two referrals during the next 12 weeks

Implications:
Analyze your data. How with data inform future practice?

- Percent Change: 82% reduction in referrals
Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Mindsets & Behaviors guide the planning and delivery of all student activities and interventions. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct services in large group (LG), classroom (Class) and small group (SG) settings. This plan presents the topics addressed, and the annual calendar presents schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Mindsets & Behaviors addressed through classroom and group activities. While some activities address multiple ASCA Mindsets & Behaviors, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all ASCA Mindsets & Behaviors addressed through that activity.

<table>
<thead>
<tr>
<th>Mindset / Behavior Learning Strategies</th>
<th>Activity</th>
<th>Participants</th>
<th>Class/LG</th>
<th>SG</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.2. Self-confidence in ability to succeed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.3. Sense of belonging in the school environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.6. Positive attitude toward work and learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson Plan

<table>
<thead>
<tr>
<th>Lesson Plan for</th>
<th>(lesson title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselor:</td>
<td></td>
</tr>
<tr>
<td>Target Audience:</td>
<td></td>
</tr>
<tr>
<td>Mindsets &amp; Behaviors: (limit of three)</td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Of</td>
</tr>
</tbody>
</table>

Learning Objective(s)/Competency

Students will:

Materials:

Evidence Base:
- [ ] Best Practice
- [ ] Action Research
- [ ] Research-Informed
- [ ] Evidence-Based
Annual Administrative Conference

School Counselor ___________________________ Year ____________

After a review of the school data, the following priorities were identified:

Based on these priorities, the following goals were identified:

**School Counseling Program Annual Goals**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**School Counselor Use of Time**

A minimum of 80% of time is recommended for direct and indirect student services and 20% or less in program planning and school support.

<table>
<thead>
<tr>
<th></th>
<th>Use of Time from Previous School Year</th>
<th>Use-of-Time Plan for Current School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct Student Services</td>
<td>Indirect Student Services</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

**Ratio and Caseload**

The recommended ratio is one school counselor per 250 students.

- [ ] Alpha Assigned: Last names beginning with: _______ to _______
# Annual Calendar

## 2018-19 Capital High (IAE) Master Counseling Calendar

Updated 1/17/19 only Dec-

### May/June, 2018
- **May**
  - 16 - College Acceptance Day, Westside
  - 17 - College Acceptance Day, Eastside
  - 29 - Senior Luncheon
- **June**
  - 1 - Graduation
  - 18 - Summer School Starts (June 18-July 27)
  - 20-21 - College, careers, and community collaboration centered around the Graduate Vision, Alliant Center
  - 25-27 - Scheduling for Fall 2018

**Responsibilities**
- Check Civics test requirement met
- End-of-year communication to seniors - e-mail transition, finals steps, etc.
- Final college checklist for students - transcripts, housing, FAFSA, etc.
  - Reminder of final notification for final transcripts via parchment
  - Summer melt sign up
- Attend awards events, graduation
- Counseling communications to students and families
- Transcript maintenance
- Sapor/GTC only - Summer school recommendations - speak with students, monitor grades, contact families, register
- Sapor/GTC only - Scheduling for next year check-in for individual students

### July, 2018
- 27 - Summer School Ends (June 18-July 27)

**Responsibilities**
- Transcript maintenance
- Summer school completion

### August, 2018
- 10 - Communicate with Madison College re: Accuplacer test dates
- 15 - High school

**Responsibilities**
- Set Accuplacer test dates (Sept/Oct)
- Set tours/info sessions opposite of testing
Deliver
Direct Student Services
Indirect Student Services
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SC Core Curriculum</td>
<td>• Instruction</td>
<td>Instruction</td>
</tr>
<tr>
<td></td>
<td>• Group</td>
<td></td>
</tr>
<tr>
<td>Individual Student Planning</td>
<td>• Appraisal</td>
<td>Appraisal and</td>
</tr>
<tr>
<td></td>
<td>• Advisement</td>
<td>Advisement</td>
</tr>
<tr>
<td>Responsive Services</td>
<td>• Counseling</td>
<td>Counseling</td>
</tr>
<tr>
<td></td>
<td>• Crisis Response</td>
<td></td>
</tr>
<tr>
<td>Direct Student Services</td>
<td>Setting</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td>1. Classroom&lt;br&gt;2. Small group&lt;br&gt;3. Individual</td>
<td></td>
</tr>
<tr>
<td>Appraisal and Advisement</td>
<td>1. Classroom&lt;br&gt;2. Small group&lt;br&gt;3. Individual</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>1. Small group&lt;br&gt;2. Individual</td>
<td></td>
</tr>
</tbody>
</table>
Assess
Program Assessment
School Counselor Assessment
and Appraisal
ASSESS

Assess & Improve
<table>
<thead>
<tr>
<th>Results Data</th>
<th>Participation Results Data</th>
</tr>
</thead>
</table>
| Data Collection Plan | Activity Data for:
| Participation Data Plan | 1.
| Mindsets & Behaviors Data Plan | 2.
| Pre-Intervention Data Average: | 3.
| Post-Intervention Data Average: | 4.
| Outcome Data Plan | 1.
| Baseline Date: | 2.
| Final Date: | 3.
| Percent Change: | 4.

Implications
- Analyze your data. How will data inform future practice?
<table>
<thead>
<tr>
<th>School Name</th>
<th>Markum Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Goal</td>
<td>By Dec. 16, eighth-grade girls with two or more discipline referrals for peer-on-peer conflict in the first six weeks of school will decrease the number of referrals during the rest of the semester by 50 percent from two or more (first six weeks) to no more than one referral (next 12 weeks).</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>MindsEye &amp; Behaviors Targeted</td>
<td></td>
</tr>
<tr>
<td>1. B-15:2: Create positive and supportive relationships with other students</td>
<td></td>
</tr>
<tr>
<td>2. B-35:8: Demonstrate advocacy skills and ability to assert self, when necessary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>MindsEye &amp; Behavior Survey Items (administered to target group of students)</td>
<td></td>
</tr>
<tr>
<td>1. I can state my opinion respectfully.</td>
<td></td>
</tr>
<tr>
<td>2. I know how to solve conflict peacefully.</td>
<td></td>
</tr>
<tr>
<td>3. I can come up with 2 solutions when conflict happens that do not add problems.</td>
<td></td>
</tr>
<tr>
<td>4. I know when to step away from the conflict.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
</tr>
<tr>
<td>Direct Student Services</td>
<td></td>
</tr>
<tr>
<td>1. Small group for getting along</td>
<td></td>
</tr>
<tr>
<td>2. Individual counseling on goal setting</td>
<td></td>
</tr>
<tr>
<td>3. One class lesson on mediation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Student Services</td>
<td></td>
</tr>
<tr>
<td>1. Parent conference</td>
<td></td>
</tr>
<tr>
<td>2. Teacher collaboration</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection Plan</td>
<td></td>
</tr>
<tr>
<td>Participation Data Plan</td>
<td></td>
</tr>
<tr>
<td>Anticipated: eight students invited</td>
<td></td>
</tr>
<tr>
<td>Six sessions of SG — topics include conflict resolution and peaceful problem solving</td>
<td></td>
</tr>
<tr>
<td>Two individual sessions for setting goals</td>
<td></td>
</tr>
<tr>
<td>Parent conference (one per participant)</td>
<td></td>
</tr>
<tr>
<td>Brainstorming sessions with teachers of eight participants on better ways to respond/interact</td>
<td></td>
</tr>
<tr>
<td>One class lesson on mediation skills for all eighth-grade classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection Plan</td>
<td></td>
</tr>
<tr>
<td>Results Data</td>
<td></td>
</tr>
<tr>
<td>Participation Results Data</td>
<td></td>
</tr>
<tr>
<td>Actual: eight students participated</td>
<td></td>
</tr>
<tr>
<td>Nine sessions of SG — topics include conflict resolution, peaceful problem solving, and interpreting social cues</td>
<td></td>
</tr>
<tr>
<td>Two individual sessions for setting goals</td>
<td></td>
</tr>
<tr>
<td>Parent conference with seven of the eight participants</td>
<td></td>
</tr>
<tr>
<td>Two brainstorming sessions with teachers of eight participants on better ways to respond/interact</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome Data Plan</td>
<td></td>
</tr>
<tr>
<td>Baseline Data:</td>
<td></td>
</tr>
<tr>
<td>Six girls had two discipline referrals during the first six weeks of school</td>
<td></td>
</tr>
<tr>
<td>One girl had three discipline referrals</td>
<td></td>
</tr>
<tr>
<td>One girl had four discipline referrals</td>
<td></td>
</tr>
<tr>
<td>Total: Eight girls had a total of 11 referrals during the first six weeks of school</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome Data Results</td>
<td></td>
</tr>
<tr>
<td>Target Data:</td>
<td></td>
</tr>
<tr>
<td>The six girls with two discipline referrals had zero during the next 12 weeks.</td>
<td></td>
</tr>
<tr>
<td>The girl with three referrals had 1 during the next 12 weeks.</td>
<td></td>
</tr>
<tr>
<td>The girl with four referrals had one during the next 12 weeks.</td>
<td></td>
</tr>
<tr>
<td>Total: Eight girls had a total of two referrals during the next 12 weeks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Implications</td>
<td></td>
</tr>
<tr>
<td>Analyze your data. How will data inform future practice?</td>
<td></td>
</tr>
</tbody>
</table>

![Chart showing pre and post data](chart.png)
### ASCA National Model

**School Counseling Program Assessment**

**MANAGE**

<table>
<thead>
<tr>
<th>ASCA National Model Components</th>
<th>Yes</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment with ASCA National Model’s criteria for exemplary vision statement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment with ASCA National Model’s criteria for exemplary mission statement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School data summary prioritizing data points addressed through the school counseling program completed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Annual Student Outcome Goals**

- School improvement plan reviewed to identify school priorities.
- Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.

### DELIVER

**Direct Student Services**

- Classroom lessons/large-group activities are delivered and outlined using lesson plans.
- Small-group sessions are delivered and outlined using lesson/session plans.

**Indirect Student Services**

- Indirect student services are reflected on weekly calendars.

### ASSESS

- Classroom and group Mindsets & Behaviors results report completed.
- Closing-the-gap results report completed.
- ASCA School Counselor Professional Standards & Competencies assessment completed.
- School counseling program assessment completed.
- School counseling performance appraisal is conducted annually.
- Program results are shared with school staff and stakeholders.
ASCANational Model

ASCASchool Counselor Professional Standards & Competencies Assessment

School counselors use this document to:
- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School district administrators use this document to:
- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance evaluation

School counselor education programs use this document to:
- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program

ASCASchool Counselor Professional Standards & Competencies

**Mindsets**

School counselors believe:

- **M 1.** Every student can learn, and every student can succeed.
- **M 2.** Every student should have access to adult meaningful opportunities.
- **M 3.** Every student should have access to a comprehensive school counseling program.
- **M 4.** School counselors are leaders in the school, district, state and nation.
- **M 5.** Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

**Behaviors: Professional Foundation**

**B-PF 1.** Apply developmental, learning, counseling and education theories
- **a.** Use human development theories to have an impact on development affecting student success
- **b.** Use learning theory to support student achievement and success, including students with diverse learning needs
- **c.** Use established and emerging evidence-based counseling theories and practices that are effective in a school setting to promote academic, career, social, and emotional development, including but not limited to rational emotive therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling, and family systems
- **d.** Use counseling theories and techniques in individual, small-group, and large-group settings to promote academic, career and social/emotional development

**Behaviors: Direct and Indirect Student Services**

**B-SS 1.** Design and implement instruction aligned to the ASCA Mindsets to improve student success in large-group, classroom, small-group and individual settings
- **a.** Use student, school and district data to identify achievement, attendance, discipline issues to be addressed through instruction
- **b.** Assess cultural and social trends when developing and choosing curricula
- **c.** Identify appropriate evidence-based curricula aligned to the ASCA Mindsets and Behaviors for Student Success and select/develop other materials in response to the evidence-based materials not exist
- **d.** Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction
<table>
<thead>
<tr>
<th>PROFESSIONAL BELIEFS</th>
<th>PROFESSIONAL RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindsets</td>
<td>Description</td>
</tr>
<tr>
<td>Demonstrates belief that each student can succeed and should graduate prepared for</td>
<td>1. Demonstrates a working knowledge of developmental, learning, counselor</td>
</tr>
<tr>
<td>postsecondary opportunities</td>
<td>education theories</td>
</tr>
<tr>
<td>Demonstrates belief all students should have access and opportunity to a high-quality</td>
<td></td>
</tr>
<tr>
<td>education</td>
<td></td>
</tr>
<tr>
<td>Demonstrates belief all students should have access to the school counseling program</td>
<td></td>
</tr>
<tr>
<td>Demonstrates belief that effective school counseling programs are a collaborative</td>
<td></td>
</tr>
<tr>
<td>process involving school counselors, students, families, teachers, administrators,</td>
<td></td>
</tr>
<tr>
<td>other school staff and education stakeholders</td>
<td></td>
</tr>
</tbody>
</table>

**Demonstration includes:**
- Articulates knowledge of human development and learning theories that affect students
- Articulates knowledge of established and emerging counseling theories and techniques effective in school settings
- Articulates knowledge of career development theories for postsecondary planning
- Uses principles of multitiered systems of support within a school counseling program

**Artifacts may include:**
- Programs, brochures or agendas for professional development sessions in which school provided training related to theories
- School-counselor-prepared information sheets or infographics developed for disseminating stakeholders (e.g., developmental milestones for kindergarteners, tips for students to use in school, how to choose a career path, age-specific information on how children/adolescents process grief)
Where to Start...