

# The Power of Sharing your School Counseling Story



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School Counselor &  
WSCA Director of Data

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**What do you want to  
take away from this  
sectional today?**

# In the Day of Accountability

NO STORY, NO SALE



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# Story Telling



But stories create “sticky” memories by attaching emotions to things that happen. That means leaders who can create and share good stories have a powerful advantage over others. And fortunately, **everyone** has the ability to become a better storyteller.

Harvard Business Review: How to Tell a Great Story, Carolyn O’Hara, July 30, 2014 <https://hbr.org/2014/07/how-to-tell-a-great-story>

# Share your story



Know your audience



Be authentic



Use your own stories and life experiences (i.e. first-generation college student and how that impacted your life)



Use your why



Engage audience to become partners in your journey

## Story Components using the ASCA model

- **Participation Data - Sets the stage for the story**
- **Mindsets & Behaviors (Perception) - Emotion, tells us what students think**
- **Outcome - So what happened? People really like charts and graphs if you are presenting a written story**



WHAT

Delivery/Intervention

WHO

Process Data: Grade,  
number of kids

WHY

Data Digging  
Researched  
Interventions

HOW

Perception &  
Outcome Data

WHEN

Process Data: How  
often, how long

WHERE

Process Data:  
Counselor Impact

# Sharing your Story



Burlington -  
Legislative Visit

Hudson -  
Newspaper &  
School Board

Appleton –  
Parent Teacher  
Organanization

Rice Lake -  
Education Week  
Radio Spotlight

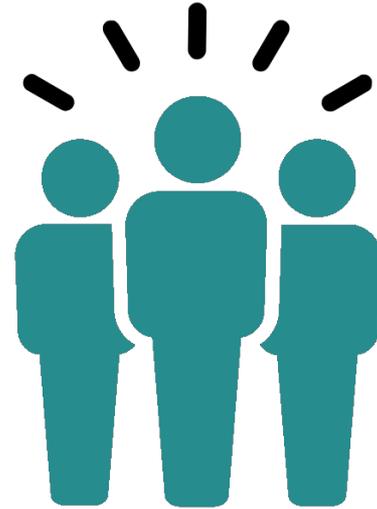
Racine –  
School Board





# ASCA Results Report

Documents the impact of school counseling interventions



# Components of a Results Report

- ✓ Key-words that the lesson addresses (e.g., bullying, student achievement, conflict resolution, SAT prep)
- ✓ SMART Goal or goal of the intervention
- ✓ Target group
- ✓ Data used to identify students or baseline data
- ✓ School counselors
- ✓ ASCA Mindset & Behavior Standards
- ✓ Description of the intervention activities
- ✓ Results Data – process, perception & outcome
- ✓ Implications



## CLOSING THE GAP RESULTS REPORT

School Name

Roberts Elementary

Year: 2015-2016

Goal:

GOAL #1: Attendance: Reduce by 50% the number of absences that students with disabilities have during the 2015-2016 school year.

Target Group:

Students with disabilities w >10 absences& reg ed>12 during the 2014-2015 & > 10% on ABC report

Data to Identify Students

ABC report, SLDS

School Counselor(s)	ASCA Domain and Standard (Mindsets & Behaviors)	Type of Activities to be Delivered in What Manner?	Resources Needed	Process Data (Number of students affected)	Perception Data (Data from surveys used)	Outcome Data (Achievement, attendance and/or behavior data collected)	Implications
Stacey Miller Rachael Fogelman	MS-1	Introductions and Attendance in Lessons	N/A	858	SEI on teacher student relationships Fall: 3.9 Spring:4.1	Overall attendance: 2014-2015 6%>10 days, 2015-2015 8% >10 days.	Although we did not make our goal of reducing absences by 50% we did decrease the TEAM absences by 33% and SWD by 22%. With this decrease we anticipated to see an overall decrease in the schools and SWD attendance data. However, after disaggregating the data we realized our newly added self-contained pre-k classes were added to the data as well as students zoned for us but not attending. This is important to note as we can include pre-k in our following
Stacey Miller	BS-SMS 1 MS-3	BARC-Be at Roberts Consistently-Monthly drawing	BARC Slips 30 bags of popcorn pr month	858	Attendance pre/post important to be at school: Pre 63% Post 78%	SWD 2014-2015 SY 8.9% >10.	
Stacey Miller Taylor Warren (intern)	BS-SMS 1 MS-3 BS-SS3	*TEAM-Teaching Everyone Attendance Matters	Football field, bulldog on popsicle sticks, prizes	11 students w disabilities, 22 reg ed students	Attendance will help me do better in school Pre:53% Post 87%	SWD 2015-2016 SY 12.6% >10.	
Stacey Miller Rachael Fogelman	N/A	Letters for 8 days, calls at 10, Attendance mtgs 12-15	Letters			Closing the	
Stacey Miller				Students >8			

## 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).
<b>Mindsets &amp; Behaviors Targeted</b>	
<ol style="list-style-type: none"> <li>1. B-SS 2. Create positive and supportive relationships with other students</li> <li>2. B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</li> </ol>	
Mindsets & Behaviors Survey Items ( <i>administered to target group of students</i> )	
<ol style="list-style-type: none"> <li>1. I can state my opinion respectfully.</li> <li>2. I know how to solve conflict peacefully.</li> <li>3. I can come up with 2 solutions when conflict happens that do not add problems.</li> <li>4. I know when to step away from the conflict.</li> </ol>	
<b>Interventions</b>	
Direct Student Services	Indirect Student Services
<ol style="list-style-type: none"> <li>1. Small group for getting along</li> <li>2. Individual counseling on goal setting</li> <li>3. One class lesson on mediation</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent conference</li> <li>2. Teacher collaboration</li> <li>3.</li> </ol>
<b>Data Collection Plan</b>	<b>Results Data</b>
Participation Data Plan	Participation Results Data
<p>Anticipated: eight students invited</p> <ul style="list-style-type: none"> <li>■ Six sessions of SG – topics include conflict resolution and peaceful problem solving</li> <li>■ Two individual sessions for setting goals</li> <li>■ Parent conference (one per participant)</li> <li>■ Brainstorming sessions with teachers of eight participants on better ways to respond/interact</li> <li>■ One class lesson on mediation skills for all eighth-grade classes</li> </ul>	<p>Actual: eight students participated</p> <ul style="list-style-type: none"> <li>■ Nine sessions of SG – topics include conflict resolution, peaceful problem solving, and interpreting social cues</li> <li>■ Two individual sessions for setting goals</li> <li>■ Parent conference with seven of the eight participants</li> <li>■ Two brainstorming sessions with teachers of eight participants on better ways to respond/interact</li> </ul>
Mindsets & Behaviors Data prior to Intervention (pre-test/baseline data)	Mindsets & Behaviors Data after Intervention post-test/results data)
<p>Pre-Data Average: Utilized 4-point Likert scale</p> <ol style="list-style-type: none"> <li>1. 3</li> <li>2. 2.5</li> <li>3. 1.5</li> <li>4. 2</li> </ol>	<p>Post-Data Average: Utilized 4-point Likert scale</p> <ol style="list-style-type: none"> <li>1. 3.5</li> <li>2. 3.5</li> <li>3. 4</li> <li>4. 4</li> </ol>



# WSCPAR



The Wisconsin School Counselor Program Accountability Report (WSCPAR) is a continuous improvement document



The WSCPAR provides school counselors an opportunity to demonstrate a commitment for getting results and communicating how students are different because of the school counseling program at their school.

<https://www.wscaweb.org/wp-content/uploads/2019/09/WSCPAR-Components-2019-FINAL-1.pdf>

# WSCPAR

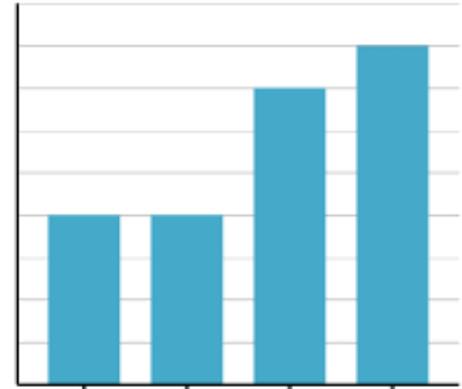
**What is their school counseling story?**

**Is there anything you are wishing to know?**



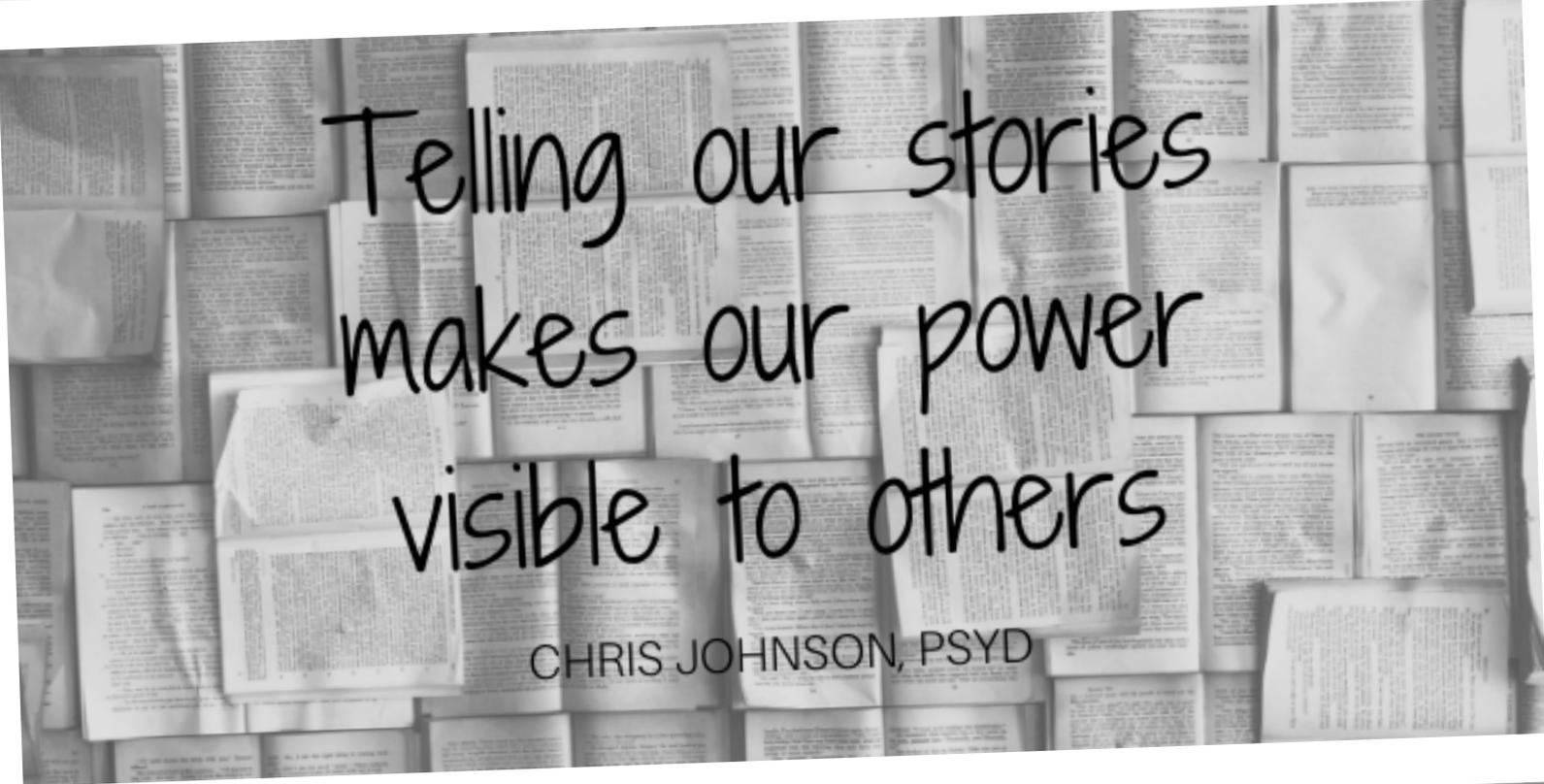
# Empirical Research Studies Supporting the Value of School Counseling

- ✓ There was a 5% increase in the number of Hispanic seniors who applied to college by May 1, 2006, compared to May 1, 2005.
- ✓ *Multiple sources of evidence indicate that expanding school counseling services in elementary schools is associated with improvements in student learning, behavior and mental health.*
- ✓ Preliminary findings in Connecticut school districts with lower student-to-school-counselor ratios produce higher graduation rates, higher college entrance and persistence rates, lower chronic absenteeism rates and fewer suspensions



# Highly Effective Counselor

- ✓ The school counselor *effectively utilizes data* to monitor student achievement and works collaboratively with stakeholders to enhance student success.
- ✓ The school counselor *consistently collaborates to analyze data,* utilize research-based interventions and develop programming to *assist students in acquiring the attitudes, knowledge, and skills* necessary for lifelong learning and career readiness.
- ✓ The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor *demonstrates student outcome data* that are directly attributable to the school counseling program.
- ✓ The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor *demonstrates a direct impact* of these collaborative activities on students.



Telling our stories  
makes our power  
visible to others

CHRIS JOHNSON, PSYD

# The time is now.....



We each can do our own small part to advocate for the counseling profession.

Through all of our small parts, we can become a formidable force, and make significant changes as a profession and remember, **“if not you, then who?”**

Gillig, S. E., & Paez, S. (Spring, 2005)