

ASCA National Model – 4th Edition

55th Annual WSCA Conference

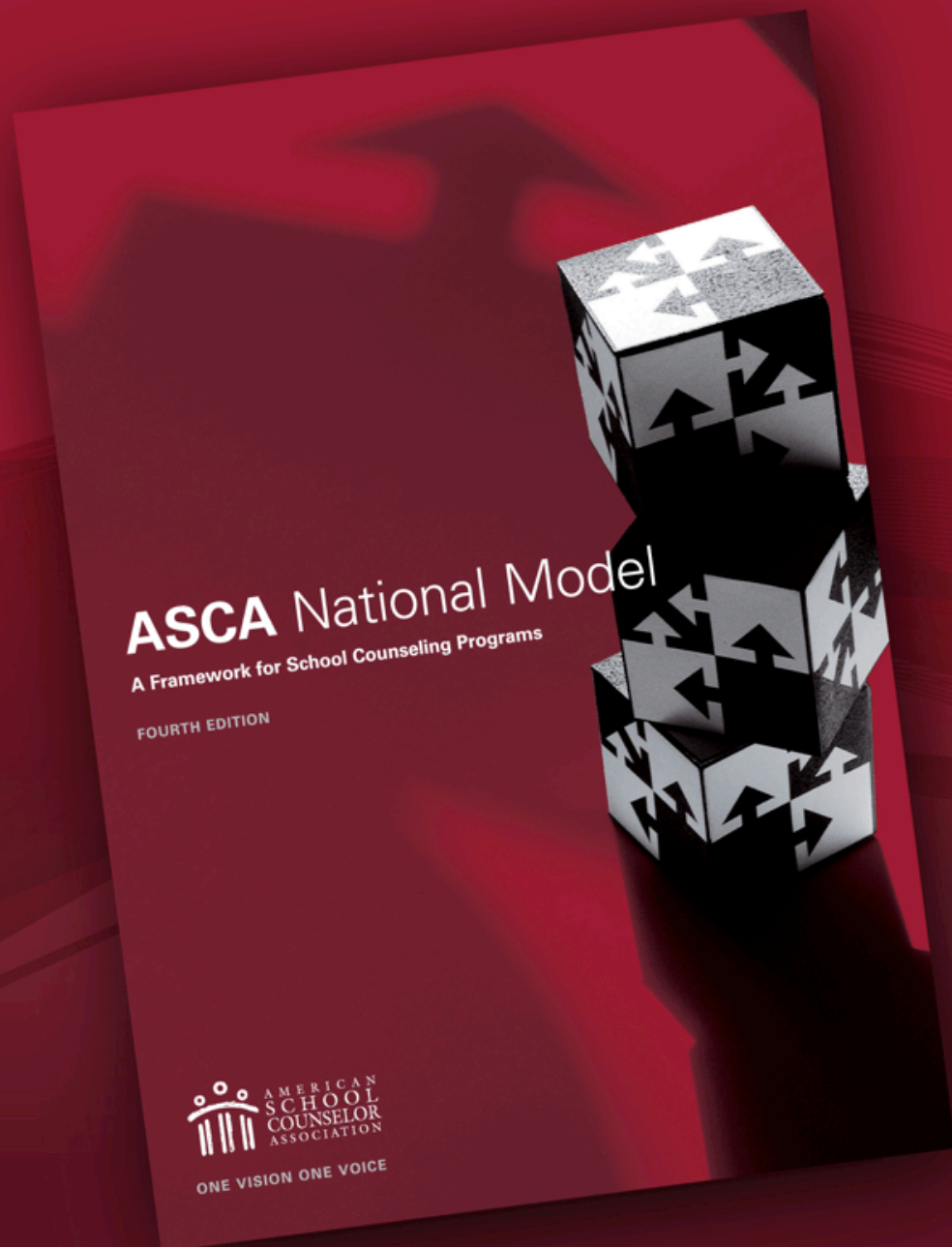
February 18-19, 2020

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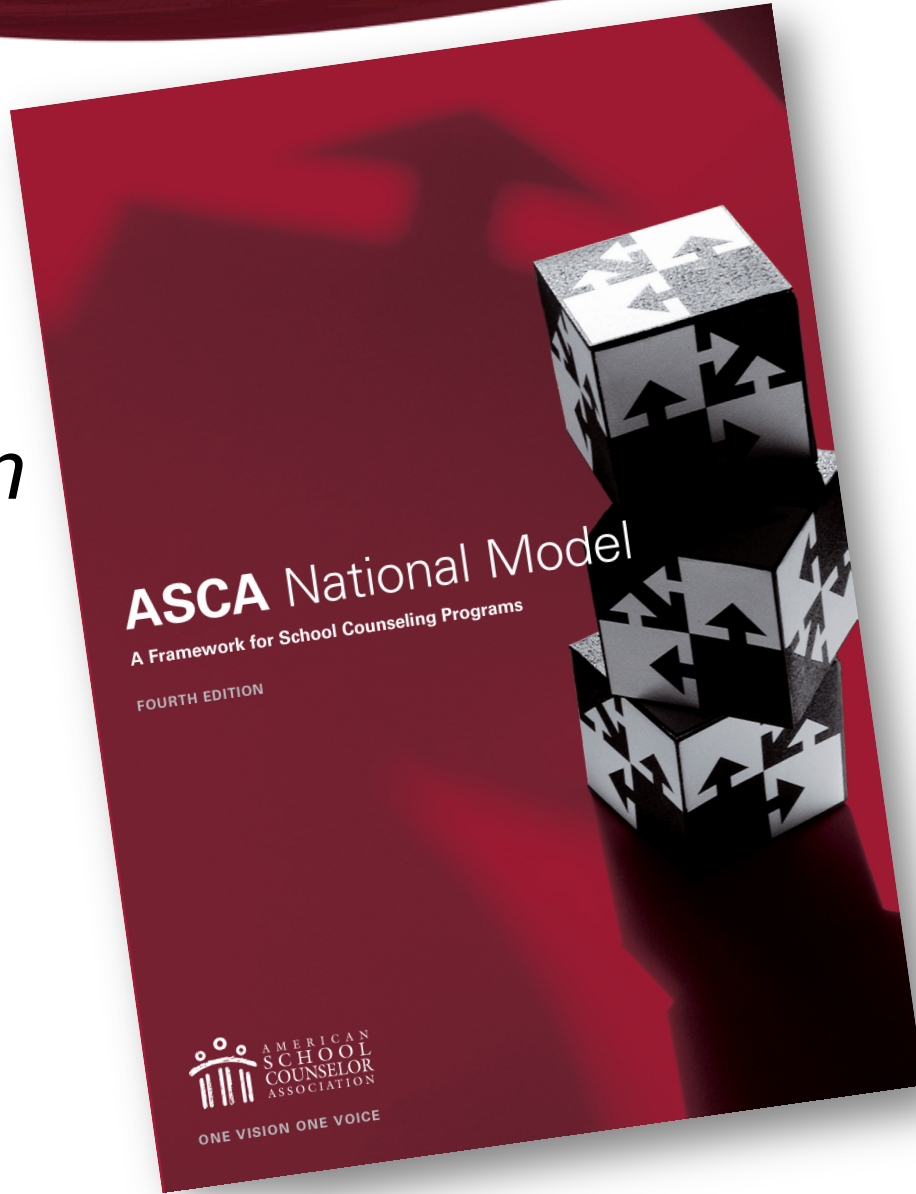
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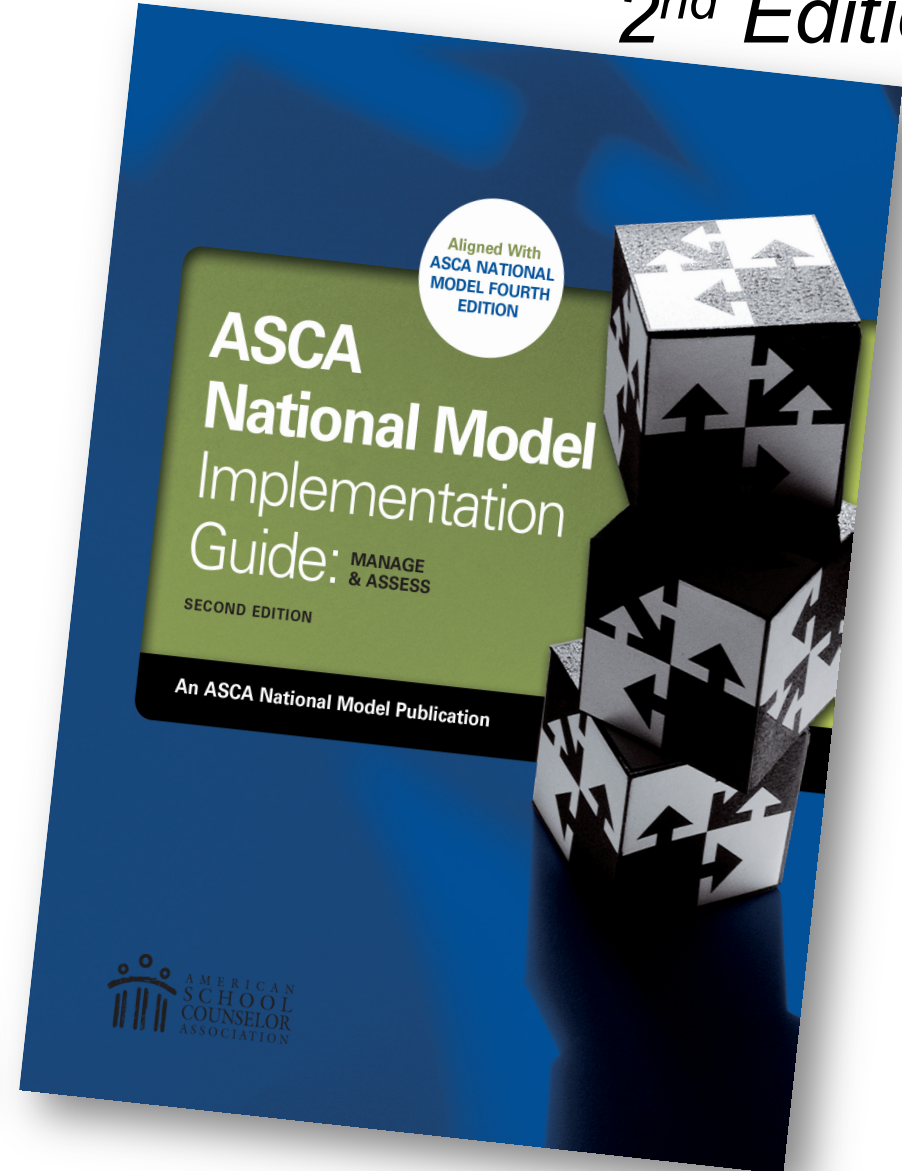
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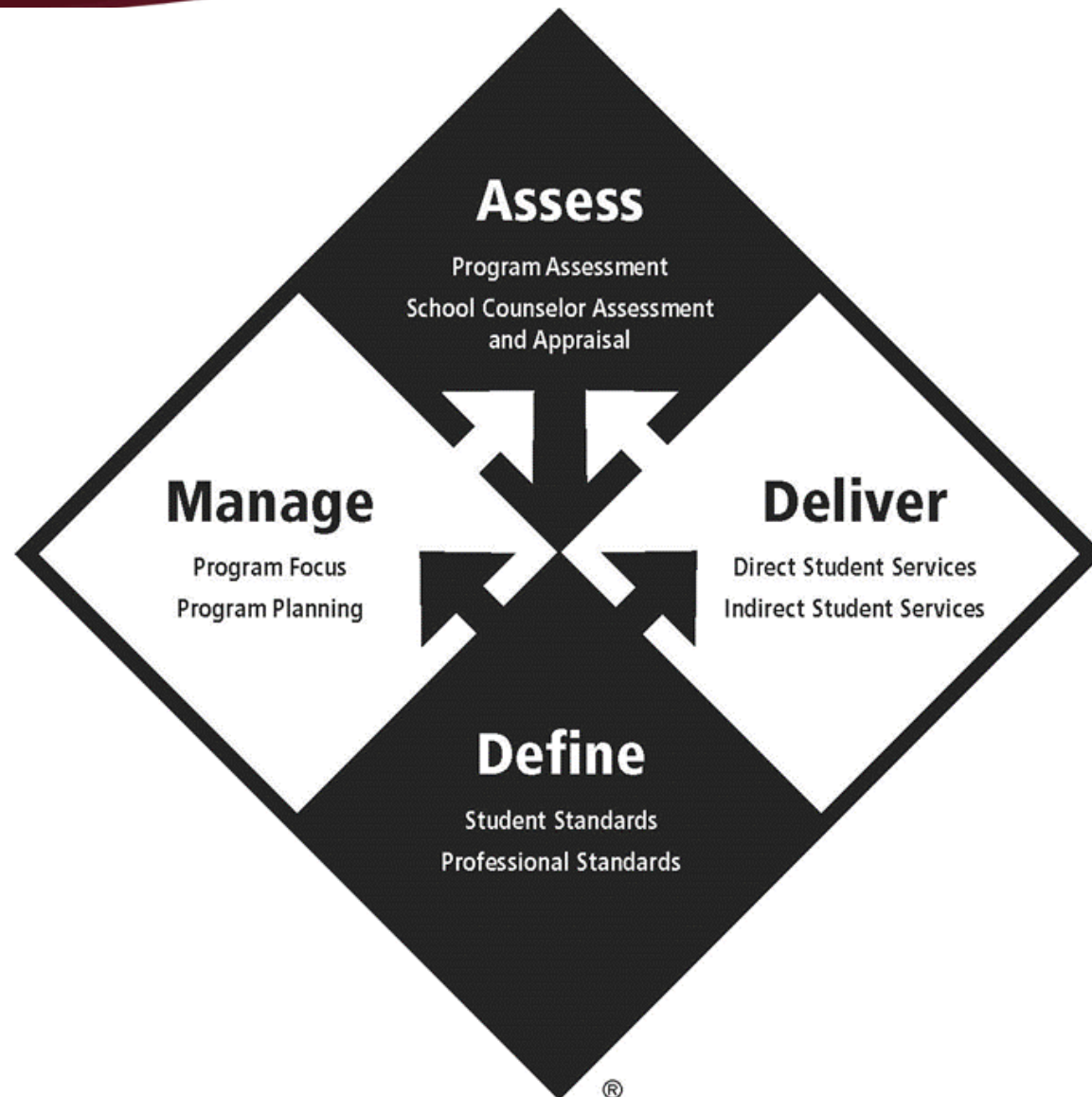
2nd Edition





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Themes

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 counseling program. Data can be used to promote reduction of school-counseling-related tasks, which then creates more time revealed in the data.

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.

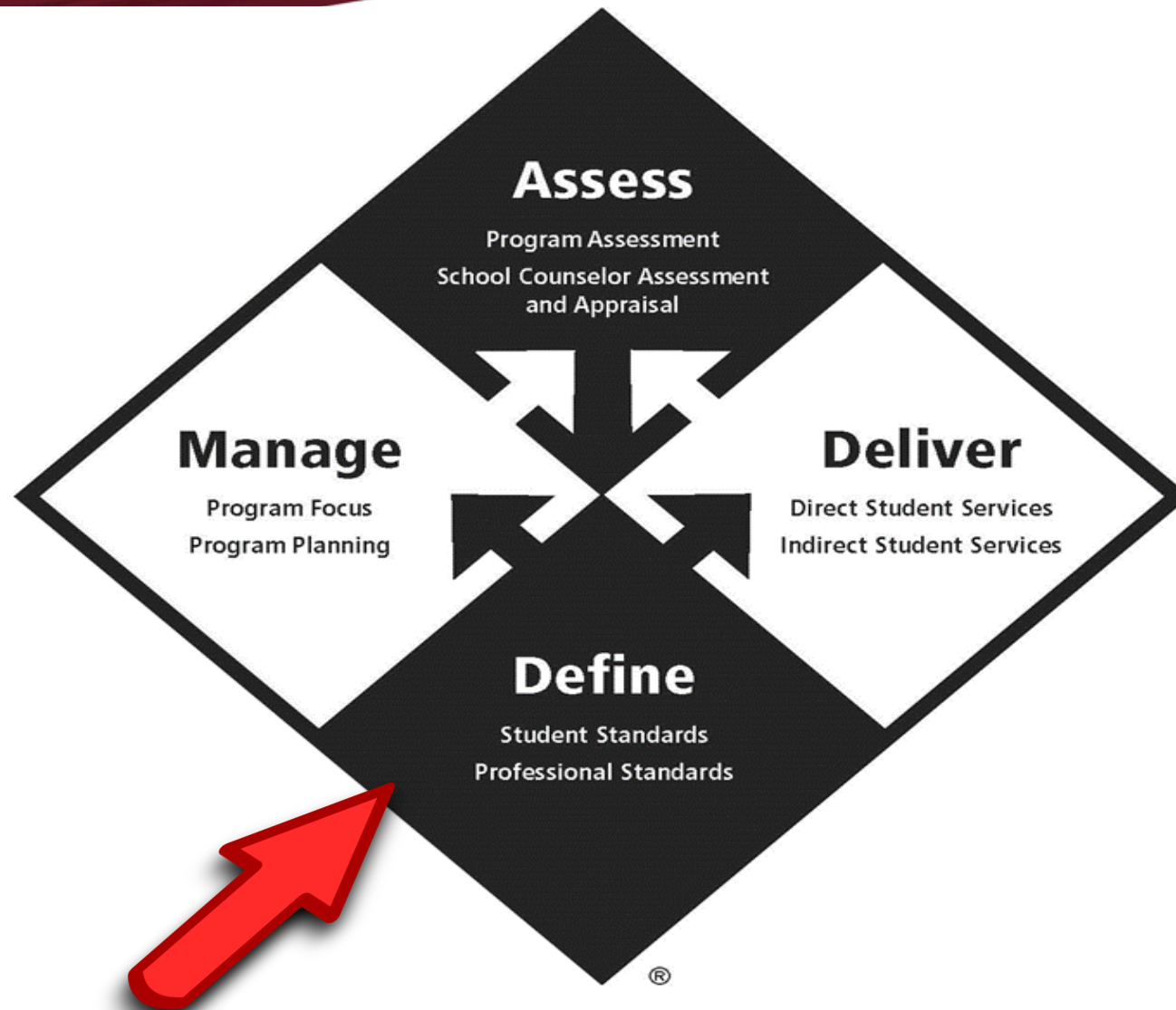
School Counselor Assessment and Appraisal

Assessing and appraising school counselor performance is a multifaceted process. This process includes self-assessment, formal appraisal of school counselor performance by a



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DEFINE

Student Standards



ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature

Organization of the ASCA Mindsets & Behaviors

The ASCA Mindsets & Behaviors are organized by domains, standards arranged within categories and subcategories and grade-level competencies. Each is described below.

Domains

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.


Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature

Professional Standards



ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address pre-K–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth.

School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.

- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an

PURPOSE

In this document, ASCA specifies the ethical behavior necessary for school counselors to maintain integrity, leadership and professional standards for school counseling professionals. The purpose of this document is to:

- Serve as a guide for the ethical behavior of school counselors, supervisors/directors of school counseling programs, school counselor educators and school counseling professionals.
- Provide support and direction to school counselors, parents/guardians, students, school administrators, school boards, and the public.
- Inform all stakeholders, including school counselors, school administrators, school boards, and the public, of the ethical practice of the school counseling profession.

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Learning

School counselors:

- a. Have a primary obligation to support students and families/communities in the school counseling program.
- b. Aim to provide counseling services that support students and families/communities in the school counseling program.

ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and 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 social/emotional development. These standards and competencies can be used in a variety of ways including:

School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counseling performance evaluation

School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies

Mindsets

The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a comprehensive school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors

The behavior standards include essential behaviors school counselors demonstrate through the implementation of a comprehensive school counseling program including:

1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and evaluation – activities necessary for the design, implementation and evaluation of the comprehensive school



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DEFINE Student Standards

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.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	



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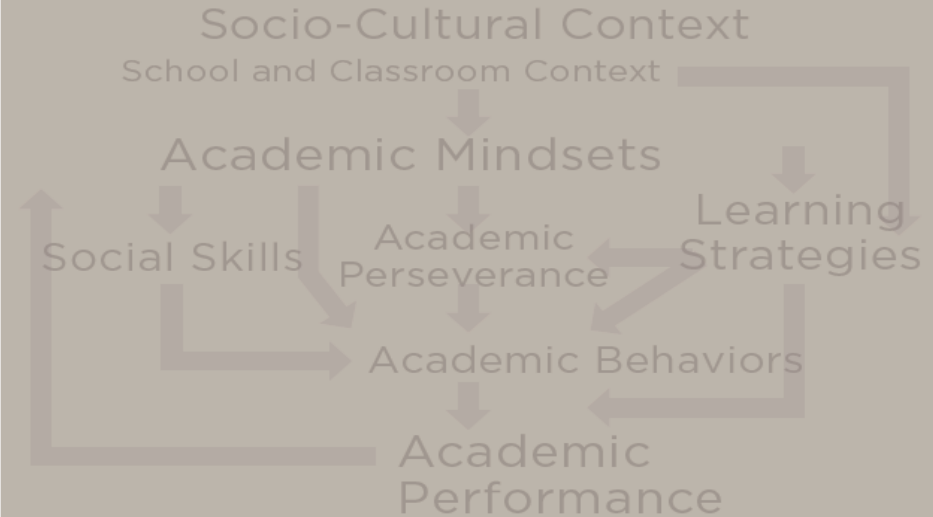
Key Research Define

UCHICAGOCCSR
THE UNIVERSITY
OF CHICAGO
CONSORTIUM ON CHICAGO
SCHOOL RESEARCH

LITERATURE REVIEW JUNE 2012

Teaching Adolescents To Become Learners

The Role of Noncognitive Factors in Shaping School
Performance: A Critical Literature Review




Camille A. Farrington, Melissa Roderick, Elaine Allensworth, Jenny Nagaoka, Tasha Seneca Keyes, David W. Johnson, and Nicole O. Beechum



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ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)

Preamble

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School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their future.

PURPOSE

In this document, ASCA specifies the obligations of ethical behavior necessary to maintain the integrity, leadership and professionalism. Standards for School Counselors were developed in collaboration with state school counseling associations, school counseling state and district associations across the nation to clarify the beliefs of the profession.

The purpose of this document is to:


- Serve as a guide for the ethical practices of school counselors, supervisors/directors of school counseling programs, school counselor educators regardless of their role or membership in this profession.
- Provide support and direction for self-assessment and evaluations regarding school counseling programs to students, parents/guardians, school administrators, school district employees and the school counseling profession.
- Inform all stakeholders, including students, teachers, administrators, community members and the public of the best ethical practices, values and standards of the school counseling profession.

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the student and to provide counseling with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a safe and confidential environment and to provide services if the student needs long-term clinical intervention.



ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and 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 social/emotional development. These standards and competencies can be used in a variety of ways including:

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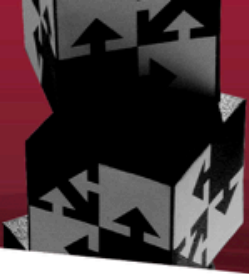
School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized into three main sections:

- Mindsets:** The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a comprehensive school counseling program. Therefore, the mindset standards do not have correlating competencies.
- Behaviors:** The behavior standards include essential behaviors school counselors demonstrate through the implementation of a comprehensive school counseling program including:
 1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
 2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
 3. Planning and evaluation – activities necessary for the design, implementation and evaluation of the comprehensive school counseling program



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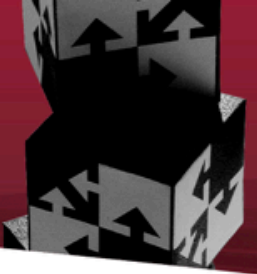
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ASCA National Model, 4th, ed.
Pages 6 - 15



The ASCA School Counselor Professional Standards & Competencies

- Outline the rigorous demands of the school counseling
- Ensure all school counselors are equipped to establish, maintain and enhance a school counseling program
- School Counselors:
 - Self-assess their own mindsets and behaviors
 - Formulate an appropriate professional development plan



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ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)

Preamble

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School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an

PURPOSE

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession.

The purpose of this document is to:

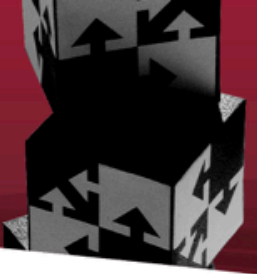
- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.
- Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.
- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS

A.1. Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.



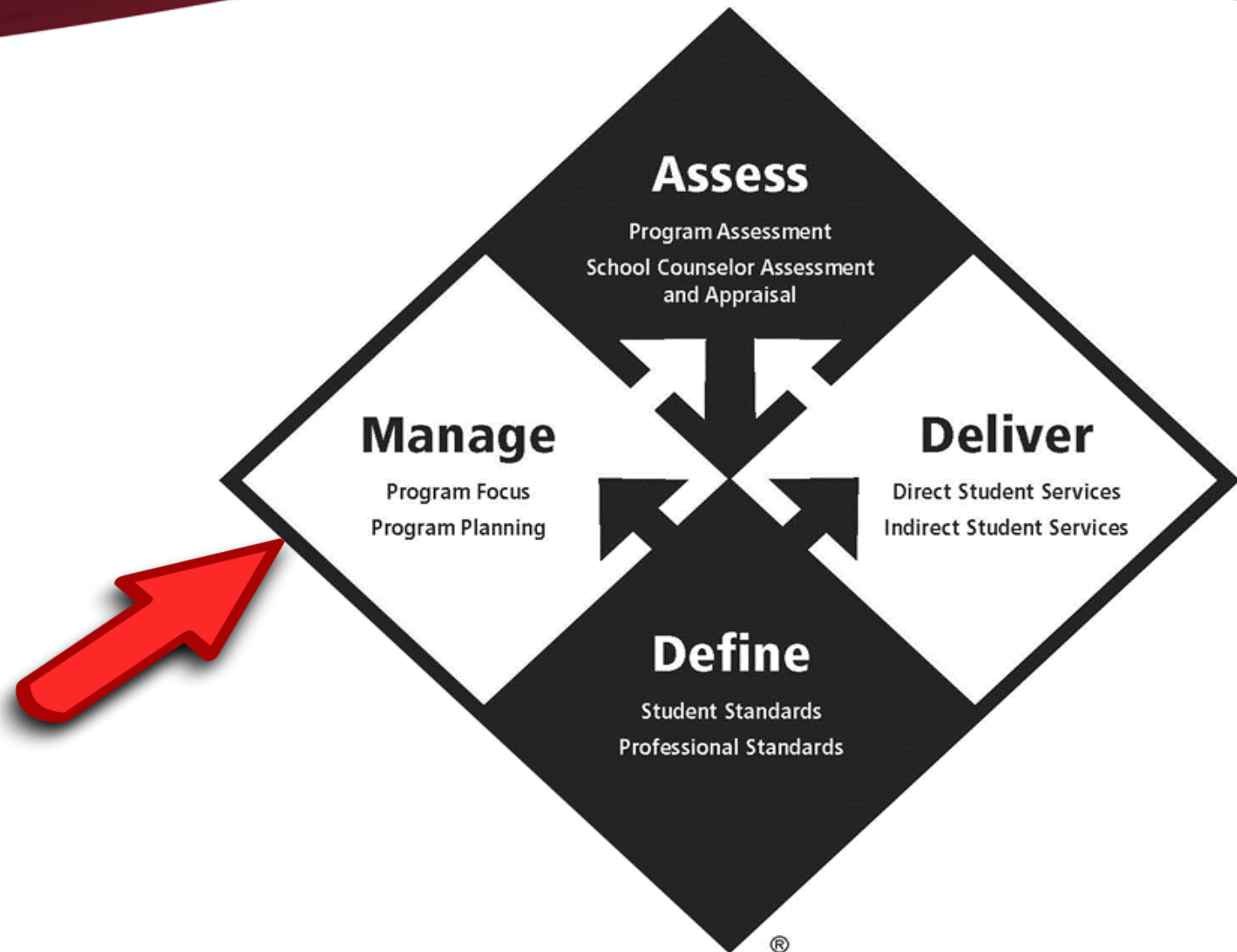
ASCA Ethical Standards for School Counselors

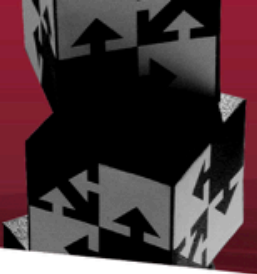
- Specify **principles of ethical behavior** necessary to maintain the highest standard of integrity, leadership and professionalism
- Guide school counselors' **decision-making**
- Standardize professional practice to **protect** both students and school counselors.



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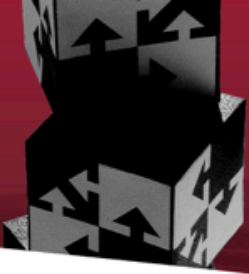
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MANAGE

- Provides organizational tools & assessments to:
 - guide, target, structure, construct a school counseling program to get results
 - help school counselors develop, implement and assess the school counseling program based on clearly defined priorities reflecting student needs

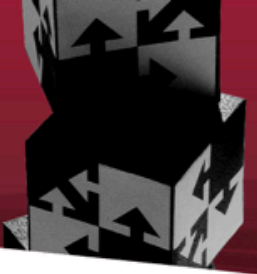


Manage component of ASCA National Model

Program Focus: Beliefs, Vision, Mission

Program Planning

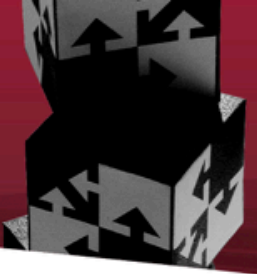
- School Counseling Program Assessment
- Data
- Annual School Data Summary
- Annual Student Outcome Goals
- Action Plans
- Lesson Plans
- Annual Administrative Conference
- Calendars
- School Counseling Advisory Committee



School counselors believe:

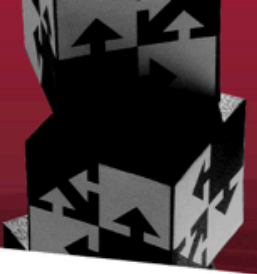
These 7 mindsets are school counselors' nonnegotiable principles

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators and education stakeholders.
- M 6. School counselors are leaders in the school, district, state and nation.
- M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.



Program Focus: Vision Statement

- ✓ Describes the future world (five–15 years in the future) where best possible student outcomes are achieved
- ✓ Aligns with school vision statement or includes an explanation regarding the lack of alignment



Program Focus: Mission Statement

- ✓ Describes school counseling program's overarching focus or purpose as described in the ASCA National Model
- ✓ Emphasizes equity, access and success for every student
- ✓ Emphasizes long-range results for every student



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School Counseling Program Assessment

ASCA National Model Components	Yes	Comments
MANAGE		
Vision Statement		
Aligned with ASCA National Model's criteria for exemplary vision statement.		
Mission Statement		
Aligned with ASCA National Model's criteria for exemplary mission statement.		
Data		
School data summary prioritizing data points addressed through the school counseling program completed.		
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.		
b. 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.

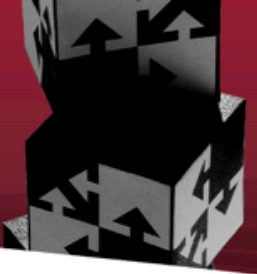
Closing-the-gap results report completed.

ASCA School Counselor Professional Standards & Competencies assessment completed.

School counseling program assessment completed.

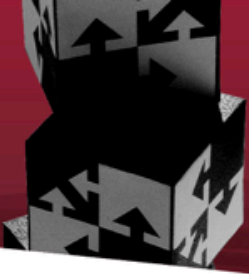
School counseling performance appraisal is conducted annually.

Program results are shared with school staff and stakeholders



Program Planning: use of **data** helps school counselors:

- Monitor student progress
- Identify students having difficulties or discipline problems
- Identify barriers to learning
- Understand factors affecting student behavior
- Identify access and equity issues
- Close achievement, opportunity and attainment gaps
- Assess and evaluate the effectiveness of school counseling program activities
- Improve, modify or change services provided to students
- Educate stakeholders about the power of a school counseling program



Data Types

Participant Data

- Just the facts
- Number of students
- Number of sessions
- How Delivered

Mindsets & Behavior Data

- Pre/Post Tests
- Surveys
- Completion of Task
- Classroom Tasks
- Measure:
 - Attitudes/ beliefs
 - Knowledge
 - Skills

Outcome Data

- Achievement
 - Graduation
 - Promotion
 - Retention
 - Grades
 - Test Scores
- Attendance
 - # Days Absent, Late
- Discipline
 - Discipline Referrals
 - Behavioral Incidents
 - Lost Instructional Time

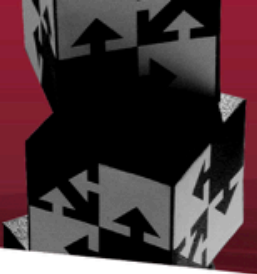


Participation Data

- Just the Facts
- Which & How Many Students
- What
- How
- When

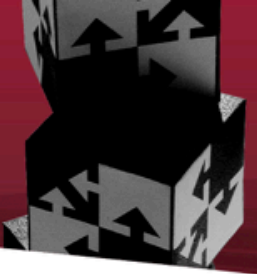
Eight 7th grade students who failed social studies during the 1st Q participated in a small group for 10 30-minute sessions during 2nd Q

Ten 9th grade English classes received 3 lessons on graduate requirements and postsecondary options



Mindsets & Behavior Data

- What participants think they know
- 3 areas
 - Attitudes
 - Knowledge
 - Skills
- Best Practice → pre/post test
- *Students believe their grades are related to time spent studying.*
- *Students know 2 ways to solve a conflict peacefully.*
- *Students can organize their study materials.*



Outcome Data

- **Achievement**
 - Grades
 - Test scores
- **Attendance**
 - # Absences
 - Absence Rate
- **Discipline**
 - # Referrals

- *94% of 3rd graders are reading on or above grade level*
- *The number of 9th grade students off track for graduation decreased from 28 to 4*
- *99% of students passed EOCT*
- *Cumulative # of days absent for targeted students decreased from 162 to 23*
- *Average daily attendance for 9th grade increased from 94% first term to 96% second term*
- *The total number of out of school suspensions was reduced from 38 to 6*



Program Planning: **Annual Data Review** (*systematic examination of current school achievement, attendance and discipline data*)

Knowledgeable and skilled school counselors

- contribute to data discussions
- guide school priorities
- align the school counseling program with the identified priorities

Based on data analysis, the school counselor determines

- what gaps exist
- which students need more support
- which goals the school counseling program is willing to devote resources



School Data Summary



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?

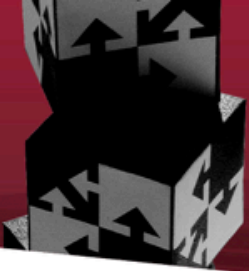
Is there a grade level that historically has the most absences?

Is there a subgroup that historically receives the majority of discipline referrals?

 - What is working well according to your school data reports?
 - Achievement
 - Attendance
 - Discipline

4. Compare your school's data with district and state data or other comparable data points.
5. Identify what else you need to know.
6. Identify and prioritize data points you will address through your school counseling program.

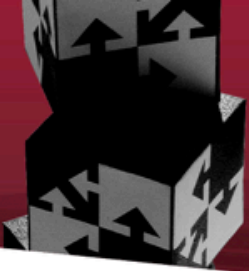
Data Points	How Addressed Through the School Counseling Program
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



Program Planning: **Annual Student Outcome Goals** *(identify measurable impact the school counseling program will have on student achievement, attendance or discipline)*

Annual Student Outcome Goals:

- Are based on school outcome data
- Give focus to the school counseling program
- Are written to be implemented over the course of one school year
- Are written using the ASCA SMART goal template



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Annual Student Outcome Goal Plan

Academic Year to

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

By	<input type="text"/>	,	<input type="text"/>
	<i>End Date</i>		<i>Targeted Group</i>

will	<input type="text"/>
	<i>(increase/decrease something related to achievement, attendance or behavior)</i>

by	<input type="text"/>	from	<input type="text"/>	to	<input type="text"/>
	<i>Measure of change</i>		<i>Baseline data</i>		<i>Target data</i>

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:

<i>M&B#</i>	<i>Statement</i>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies students need to learn.

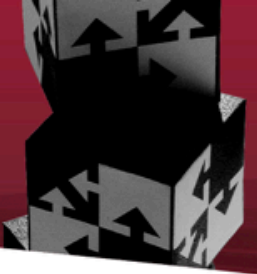
Student will
<input type="text"/>
Student will
<input type="text"/>

Possible Activities/Strategies/Interventions by School Counselors

Pre-/Post-Assessment:

Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>
Statement			Scale
<input type="text"/>			1 2 3 4
<input type="text"/>			1 2 3 4
<input type="text"/>			1 2 3 4
<input type="text"/>			1 2 3 4
Brief answer question:			
<input type="text"/>			
Brief answer question:			
<input type="text"/>			



Program Planning: **Action Plans** *(used to design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in classroom, large- and small-group and individual settings)*

Classroom and Group Mindsets & Behaviors Action Plan contains the following information:

- Participants selected for each activity based on school data
- Specific setting for each activity
- Selected ASCA Mindsets & Behaviors for each activity



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Classroom and Group Mindsets & Behaviors Action Plan

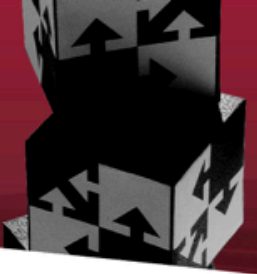
The ASCA Mindsets & Behaviors guide the planning and delivery of all student activities and interventions. The purpose of the classroom and group Mindsets & Behaviors action plan is to provide an overview of the delivery of direct services in large group (LG), classroom (Class) and small group (SG) settings.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

School Name:

Mindsets	Activity	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being				
M 2. Self-confidence in ability to succeed				
M 3. Sense of belonging in the school environment				
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success				
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				
M 6. Positive attitude toward work and learning				
Behavior Learning Strategies	Activity	Participants	Class/LG	SG
B-LS 1. Demonstrate critical-thinking skills to make informed decisions				
B-LS 2. Demonstrate creativity				
B-LS 3. Use time-management, organizational and study skills				
B-LS 4. Apply self-motivation and self-direction to learning				
B-LS 5. Apply media and technology skills				
B-LS 6. Set high standards of quality				
B-LS 7. Identify long- and short-term academic, career and social/emotional goals				
B-LS 8. Actively engage in challenging coursework				
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions				

B-LS 10. Participate in enrichment and extracurricular activities				
Behavior Self-Management Skills	Activity	Participants	Class/LG	SG
B-SMS 1. Demonstrate ability to assume responsibility				
B-SMS 2. Demonstrate self-discipline and self-control				
B-SMS 3. Demonstrate ability to work independently				
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards				
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals				
B-SMS 6. Demonstrate ability to overcome barriers to learning				
B-SMS 7. Demonstrate effective coping skills when faced with a problem				
B-SMS 8. Demonstrate the ability to balance school, home and community activities				
B-SMS 9. Demonstrate personal safety skills				
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities				
Behavior Social Skills	Activity	Participants	Class/LG	SG
B-SS 1. Use effective oral and written communication skills and listening skills				
B-SS 2. Create positive and supportive relationships with other students				
B-SS 3. Create relationships with adults that support success				
B-SS 4. Demonstrate empathy				
B-SS 5. Demonstrate ethical decision-making and social responsibility				
B-SS 6. Use effective collaboration and cooperation skills				
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams				
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary				
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment				



Closing-the-Gap Action Plan/Results Report identifies:

- Specific goal to be addressed
- Intended methods of evaluating school success using participation, Mindsets & Behaviors and outcome data
- Intended impact on measurable student outcome data (achievement, attendance, discipline)



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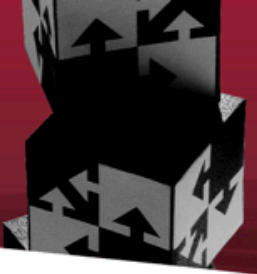
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Closing-the-Gap **Action Plan/** Results Report

School Name			
Annual Student Outcome Goal			
Mindsets & Behaviors (Limit of three)			
1.			
2.			
3.			
Mindsets & Behaviors Survey Items			
1.			
2.			
3.			
4.			
Interventions			
Direct Student Services		Indirect Student Services	
1.		1.	
2.		2.	
3.		3.	

Data Collection Plan	Results Data
Participation Data Plan	Participation Results Data
<i>Anticipated</i>	<i>Actual</i>
Mindsets & Behaviors Data Plan	Mindsets & Behaviors Data Results
<i>Pre-Intervention Data Average:</i>	<i>Post-Intervention Data Average:</i>
1.	1.
2.	2.
3.	3.
4.	4.
Outcome Data Plan	Outcome Data Results
<i>Baseline Data:</i>	<i>Final Data:</i>
	<i>Percent Change:</i>
Implications	
Analyze your data. How with data inform future practice?	



Program Focus: **Lessons Plans** ensure

- **what** will be delivered
- **to whom** it will be delivered
- **how** it will be delivered
- how student attainment of the lesson's plans goals will be **evaluated**



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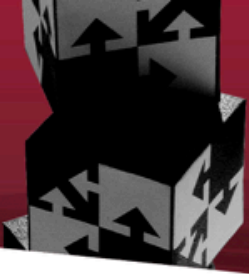
Lesson Plan

Lesson Plan for _____ (lesson title)

School Counselor:			
Target Audience:			
Mindsets & Behaviors: (limit of three)			
Lesson		Of	

Learning Objective(s)/Competency	
Students will:	
Students will:	
Materials:	
Evidence Base:	
<input type="checkbox"/> Best Practice	
<input type="checkbox"/> Action Research	
<input type="checkbox"/> Research-Informed	
<input type="checkbox"/> Evidence-Based	
Procedure: Describe how you will:	
Introduce:	
Communicate Lesson Objective:	
Teach Content:	
Practice Content:	
Summarize:	
Close:	

Data Collection Plan	
Participation Data:	
Anticipated number of students:	
Planned length of lesson(s):	
Mindsets & Behaviors Data:	
<input type="checkbox"/> Pre-test administered before first lesson	
<input type="checkbox"/> Post-test administered after lesson (if standalone) or after last lesson of unit/group session	
<input type="checkbox"/> Pre-/post-assessment attached	
Outcome Data: (choose one)	
<input type="checkbox"/> Achievement (describe):	
<input type="checkbox"/> Attendance (describe):	
<input type="checkbox"/> Discipline (describe):	



Program Planning: **Annual Administrative Conference**

(formal discussion between school counselors and the administrator)

Discussion includes:

- School counseling program priorities
- How school counseling goals align with school's goals
- How school counselors currently use time and how they would like to use time in the future
- Ratios and caseload
- Direct and indirect services to be delivered
- Advisory council dates and members
- Plans for professional development
- The school counselor's role on committees or other professional work



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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

1

2

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.

Use of Time from Previous School Year

Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%

Use-of-Time Plan for Current School Year

Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Ratio and Caseload

The recommended ratio is one school counselor per 250 students.

Ratio One School Counselor Per _____ Students

☐ Alpha Assigned: Last names beginning with: _____ to _____



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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	
1	
2	

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.			
Use of Time from Previous School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-School-Counseling Duties
%	%	%	%
Use-of-Time Plan for Current School Year			
Direct Student Services	Indirect Student Services	Program Planning and School Support	Non-Counseling Duties
%	%	%	%

Ratio and Caseload				
The recommended ratio is one school counselor per 250 students.				
Ratio	One School Counselor	Per	_____	Students
Caseload defined by:	Alpha Assigned:	Last names beginning with: _____ to _____		
	Grade Level:	Students in grades: _____		
	All Students in Building			
	Other:	_____		

Program Implementation Plan to Address Priorities	
Attach the following documents for review and discussion during the conference:	
<ul style="list-style-type: none">Classroom and Group Mindsets & Behaviors Action PlanClosing-the-Gap Action PlanAnnual Calendar	

Advisory Council	
The school counseling advisory council will meet to provide feedback and input on the school counseling program.	
Fall Meeting Date:	
Spring Meeting Date:	
Proposed Members:	

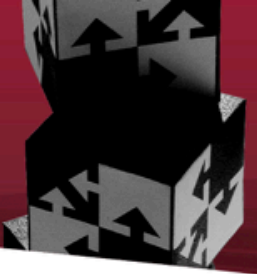
Professional Development		
I plan to participate in the following professional development based on annual student outcome goals and my School Counselor Professional Standards & Competencies self-assessment.		
Date(s)	Topic	Cost

School and District Committees and Professional Work		
Group	Time Commitment	School Counselor's Role

Budget Materials and Supplies	
Annual budget: \$	_____
Materials 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 flexible scheduling is used).
The career center will be open from _____ to _____	

Role and Responsibilities of Other Staff and Volunteers	
	School Counseling Department Assistant
	Attendance Assistant/Clerk
	Data Manager/Registrar
	College and Career Center Assistant
	Other Staff
	Volunteers
	School Counselor Signature
	Administrative Signature
	Date Signed



Program Planning: **Use of Time**

ASCA Recommendation:

80% in Direct & Indirect Services to students

- Use of Time calculator (2 X Year)
- Documents amount of time on school counseling activities vs non-school-counseling activities
- Supports reduction of activities limiting school counselor's capacity for delivery of student services



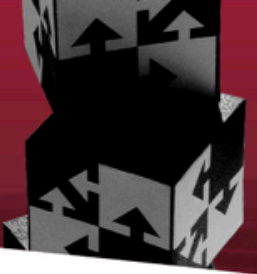
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Use-of-Time Calculator

		Direct Student Services			Indirect Student Services	Program Defining, Managing and Assessing		Non-School-Counseling Tasks
		Instruction	Appraisal & Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks
	Activity or Task							
7-7:15 a.m.								
7:16-7:30 a.m.								
7:31-7:45 a.m.								
7:46-8 a.m.								
8:01-8:15 a.m.								



Program Planning: **Calendars** of school counseling events are published and inform stakeholders of school counseling activities (*what, when and where*)

- Format for ease of understanding
- Consistency in timing and distribution methods
- Attractiveness of the design, color and detail
- Identification of grade levels, dates and activities
- Distribution to stakeholders (*students, staff, parents or guardians and community*)
- Comparison with established goals for time spent



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EXAMPLE

Annual Calendar

Month	Delivering				Program Planning and School Support
	Direct Student Services			Indirect Student Services	
	Instruction	Appraisal and Advisement	Counseling	Referrals, Collaboration, Consultation	
Ongoing Services		<ul style="list-style-type: none"> New student transition – transition planning and academic advising upon enrollment Assist students with academic planning 	<ul style="list-style-type: none"> Individual counseling (as needed) 	<ul style="list-style-type: none"> SST/RTI meetings (weekly) IEP meetings Teacher/admin consultation Parent meetings Grade-level meetings (once per month) Peer tutoring groups Student Stars recognition Program 	<ul style="list-style-type: none"> School counseling department Meetings (every Tuesday) Faculty meetings Review grade reports (weekly) Review discipline reports (weekly) Review attendance reports (weekly) District Lead School Counselor Meeting (monthly)
Aug.	<ul style="list-style-type: none"> Making the Most of Your Year! (6/7/8) 		<ul style="list-style-type: none"> Attendance Is Essential small group 	<ul style="list-style-type: none"> Meet the School Counselor Day School counselor/ teacher information session Meet the Teacher/ Curriculum Night for parents 	<ul style="list-style-type: none"> District school counseling meeting
Sept.	<ul style="list-style-type: none"> Making New Friends (6) Being a Leader (8) 		<ul style="list-style-type: none"> Study and Organizational Skills small group 	<ul style="list-style-type: none"> Parent conference (early release) 	



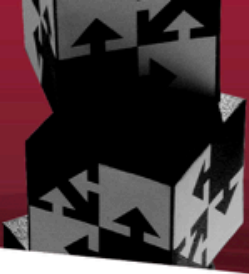
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TIME BREAK DOWN	Instruction	Appraisal & Advisement	Counseling	Consultation, Collaboration, Referrals	Defining, Managing, Assessing
-----------------------	-------------	------------------------	------------	---	----------------------------------

EXAMPLE Weekly Calendar, Sept. 22–26, Madison Middle School

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30	Make morning announcement/ check email	Make morning announcement/ check email	Make morning announcement/ check email	Make morning announcement/ check email	Make morning announcement/ check email
8:00	Consultation with principal (homebound student concerns) 8–8:55 a.m.	Small Group Appraisal & Advisement Goal Work Grade 6 8–8:30 a.m.	Individual Appraisal & Advisement Grades 7th/F 8–8:30 a.m.	Individual Counseling Anxiety 7th/M 8:10–8:25 a.m.	Scholar's Club (College and Career Club Grades 6–8) 8–8:30 a.m.
8:30		Teacher consultation, W. Perry (help with upcoming parent conference) 8:35–8:50 a.m.	Classroom Instruction Anger Management, Grades 7–8 (4 Classes) 8:30–9:15 a.m. 7/Smith	Individual Counseling (guardian with illness – coping) 6th/F 8:30–8:45 a.m.	Classroom Instruction Angry Birds, Grade 6 (3 classes) 8:30 a.m. - Marshal 9:15 a.m. - Williams 10 a.m. - Saavedra
9:00		Consultation with principal, parent, director of student support 9–10:50 a.m.	10:20–11:10 8/Wilson 11:15 a.m.–12 p.m. 8/Mathis	Consultation with student and parent about issues in a class, discuss class change 9:30–10 a.m.	
9:30	Phone conference, district SPED director, homebound services 9:30–9:55 a.m.				
10:00	Classroom Instruction Grade 6 (Demonstrate advocacy skills and ability to assert self) 1 class 10–10:45 a.m. Individual Counseling Behavior 8th/M 11–11:30 a.m.			Consultation with principal and assistant principal about sixth-grade student 10:05–10:25 a.m.	Individual Counseling (safety/disclosure) 8th/M 10–12:30 a.m.
10:30				Counseling Small Groups (Academic Support) 40 minutes/each 10:30–11:10 a.m. 11:10–11:50 a.m. 11:50 a.m.–12:30 p.m.	
11:00		LUNCH			
11:30	LUNCH	Planning/records			
12:00	Classroom Instruction Grade 6 Self-advocacy 1 class 12:10–12:50 p.m.	Small-Group Counseling Resiliency 6th 12–12:30 p.m.	LUNCH		
12:30		Individual Counseling	Individual Counseling	LUNCH	LUNCH



Program Planning: **Advisory Council** *(representative group of stakeholders selected to review and advise the school counseling program)*

Advisory councils assist school counselors by:

- Advising on school counseling program goals
- Reviewing school counseling program results
- Making recommendations about the school counseling program
- Advocating and engaging in public relations for the school counseling program
- Advocating for funding and resources

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School Counseling Advisory Council Agenda Template

School:	Meeting Date/Time:
School Counseling Vision Statement:	
Annual Student Outcome Goals:	
1.	
2.	
Agenda Item	School Counselor
<i>Note:</i> <i>Fall requirement: Identify and explain annual student outcome goals.</i> <i>Spring requirement: Update annual student outcome goals results and implications</i>	
	Intro/Welcome
1	
2	
3	
4	
5	
6	
	Conclusion/Thank you
Next Meeting Date:	

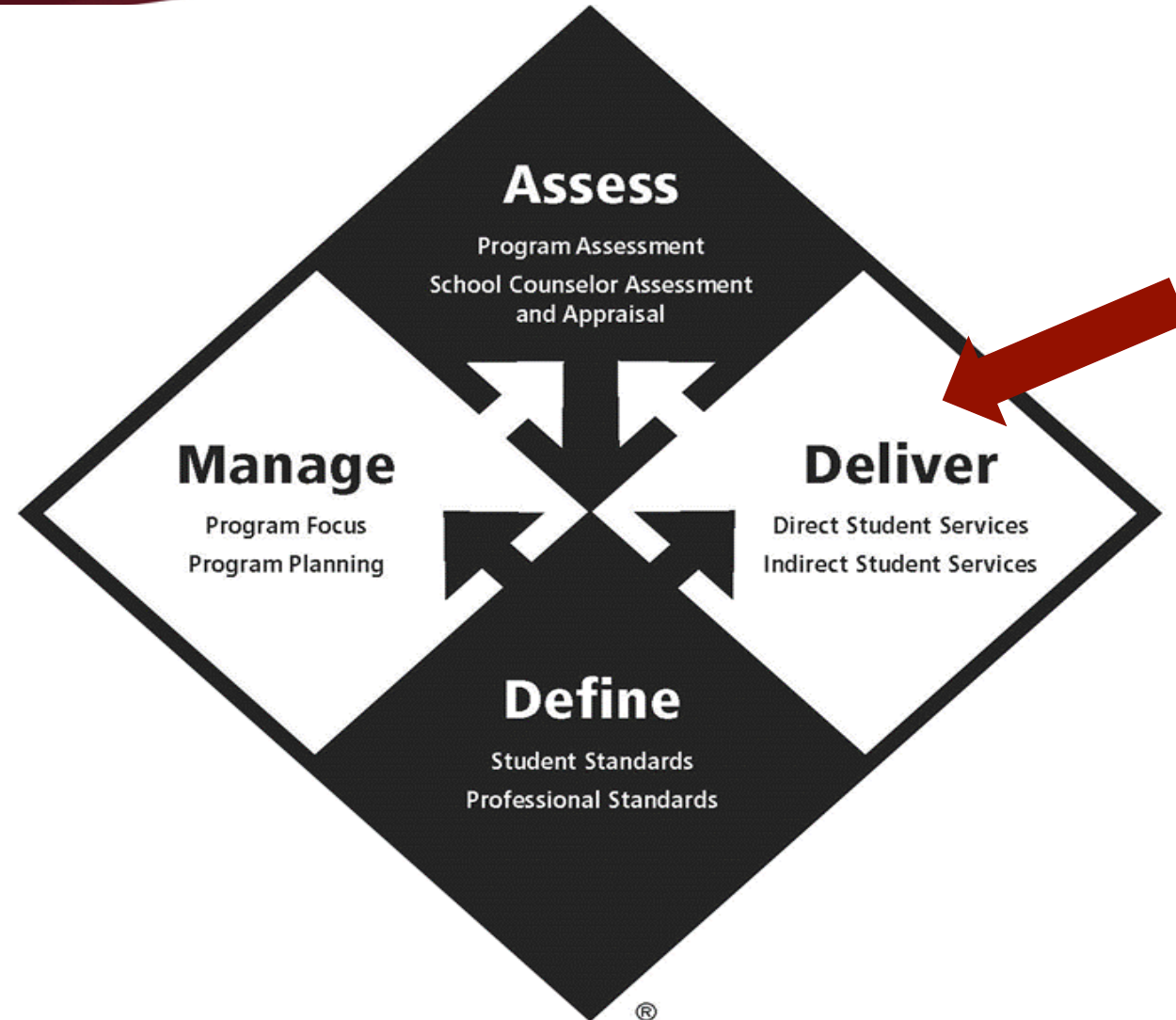
School Counseling Advisory Council Minutes Template

School:	Meeting Date:		
Start Time:	End Time:		
Members Present:			
School Counseling Vision Statement:			
Annual Student Outcome Goals:			
1.			
2.			
Agenda Item	Discussion/ Feedback Summary	Action Needed	Person Responsible
1			
2			
3			
4			
5			
6			
Next Meeting Date:			



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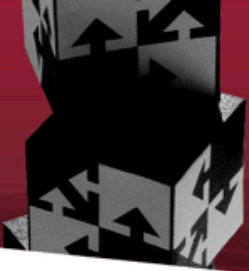




DELIVER

Direct Student Services

Direct Student Service	Setting
Instruction	<ol style="list-style-type: none">1. Classroom2. Small group3. Individual
Appraisal and Advisement	<ol style="list-style-type: none">1. Classroom2. Small group3. Individual
Counseling	<ol style="list-style-type: none">1. Small group2. Individual



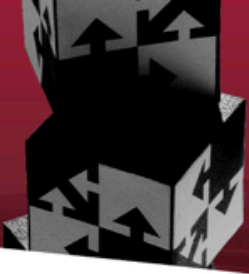
Direct Student Services

- Activities that help students attain the ASCA Mindsets & Behaviors for Student Success
- Student achievement, attendance and discipline data inform the decisions about what activities to deliver to create the most significant impact



Instruction

- Teaching the school counseling curriculum to students with the
 - Help all students maximize their potential
 - Enhance academic, career, and social/emotional development
- Focused through ASCA Mindsets & Behaviors
 - Intentionally selected to improve academics, attendance & discipline
- Curriculum is a planned, written instructional program:
 - Comprehensive in scope
 - Preventive in nature
 - Developmental in design
- Occurs in classrooms, large and small groups, or individually



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Appraisal: school counselors work with students to analyze and assess their abilities, interests, skills and achievement

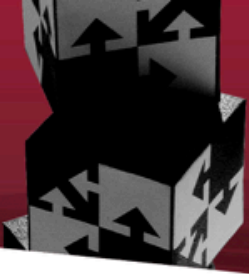
- focus is on a student test, inventory or other data
- school counselor provides interpretation, evaluation, and feedback
- leads to development of academic, career and/or social/emotional plans

Example: analysis of completed interest inventory to inform student's selection of a career pathway.

Advisement: school counselors make recommendations based on appraisal of tests, inventories and other data

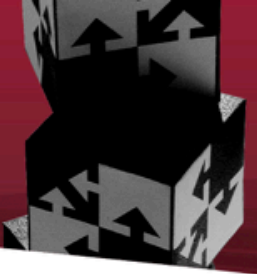
- helps students makes decisions for their future
- inspires students to realize full potential

Example: school counselor makes recommendations for appropriate course selection or program of study.



Counseling

- Professional assistance and support provided to a student or small group of students
 - Transition
 - Heightened stress
 - Critical change
 - Other situations impeding student success
- Short-term
- Based on counseling theories and techniques effective in school setting
- Focused on promoting academic, career and social/emotional development
- ASCA Mindsets & Behaviors focus the counseling process



Counseling is used to support students during and after a **crisis**.

- Crisis ...
 - Significant time of intense difficulty, distress or danger
 - Requires an immediate response
- School counselors
 - Collaborate with families and other professionals to
 - Make referrals when students require long-term support after a crisis



Indirect Student Services

- Services that support student success and promote equity & access for all students
- Typically involve interactions with parents, teachers, administrators, school staff and community stakeholders
 - On behalf of an individual student, *or*
 - To promote systemic change to address the needs of groups of students



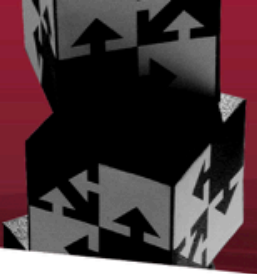
Consultation

Providing information, opinions & recommendations to individuals who can support a student's need, such as:

- Sharing strategies that support student success
- Advocating for students to promote academic, career and social/emotional development

Seeking information from an expert about student needs, such as:

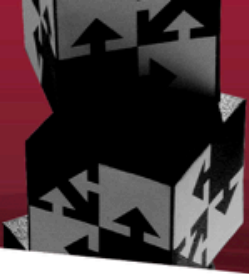
- Educational experts
- Legal experts
- Mental health experts



Collaboration

Process in which multiple individuals work toward a common goal and share responsibility for the associated tasks.

- Teaming and partnering
- School/district committees
- Parent workshops
- Community partnerships
- Crisis response



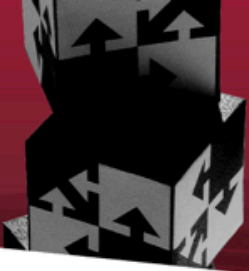
Referrals

When student needs support beyond short-term services or counseling

- School counselor's ethical duty to refer
- Links students and parents to school or community resources for additional assistance or information

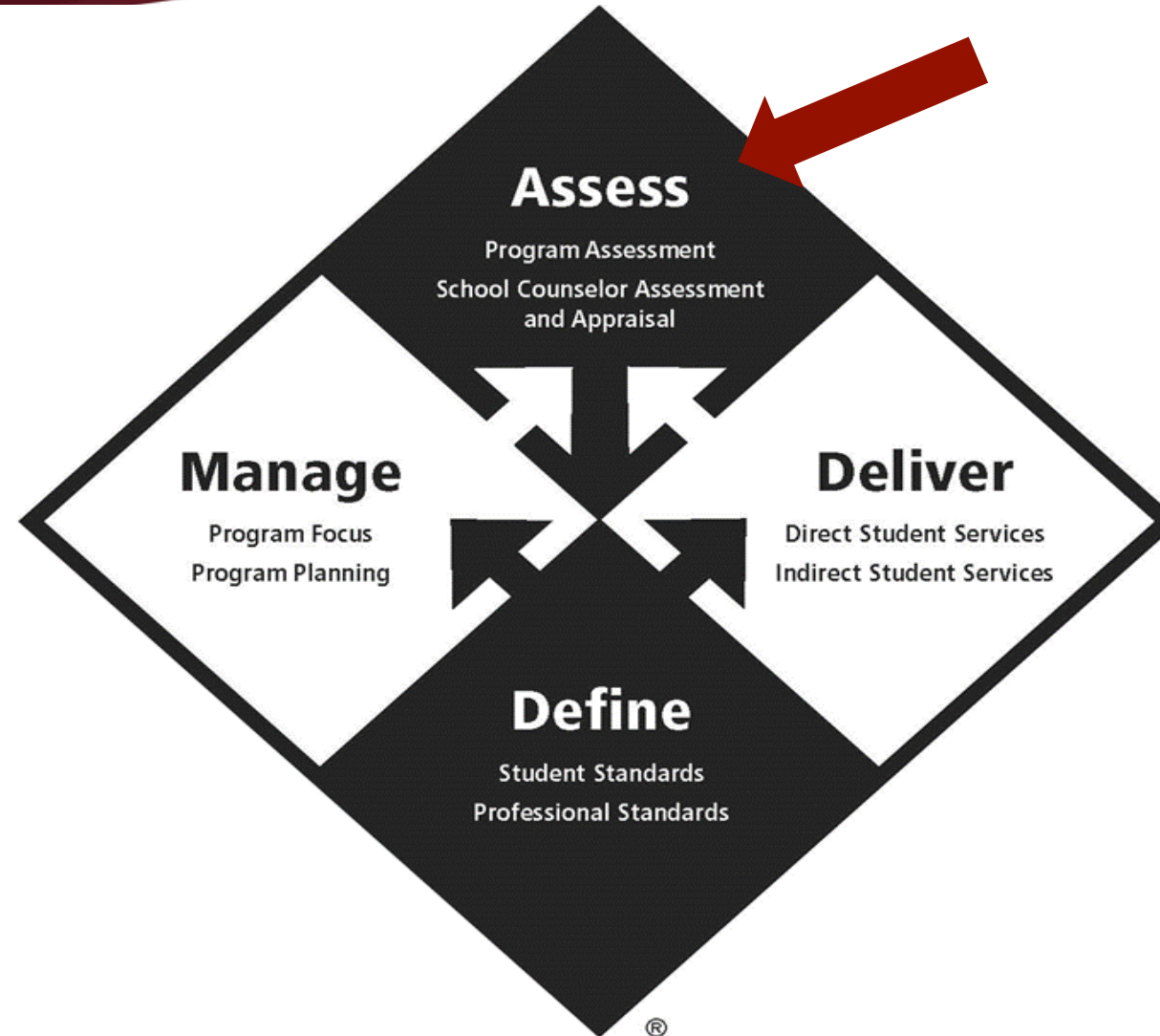
Examples may include referrals to:

- Tutoring
- College planning websites
- Employment training
- Community mental health agencies



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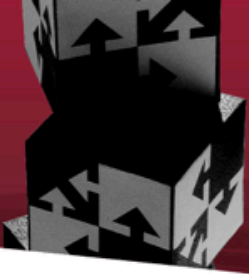
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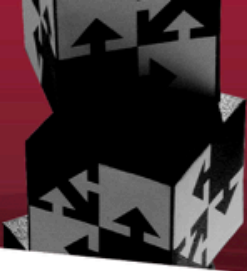
Assess component of the ASCA National Model

- Program Assessment
- Annual Results Reports
 - Analysis of Classroom and Group Mindsets & Behaviors Results Report
 - Analysis of the Closing-the-Gap Action Plan/Results Reports
- Data Over Time
- School Counselor Assessment and Appraisal
 - ASCA School Counselor Professional Standards & Competencies Assessment
 - School Counselor Performance Appraisal
- Reporting Program Results



Program Assessment

- Purpose
 - analyze progress toward full implementation of school counseling program
- Identify
 - program strengths
 - areas for improvement
- Guide
 - future actions within the school counseling program
 - better results for students
- Conducted annually (*latter part of the school year*)



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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.

School Name:

Mindsets	Activity	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being				
M 2. Self-confidence in ability to succeed				
M 3. Sense of belonging in the school environment				
M 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success				
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				
M 6. Positive attitude toward work and learning				
Behavior Learning Strategies	Activity	Participants	Class/LG	SG
B-LS 1. Demonstrate critical-thinking skills to make informed decisions				
B-LS 2. Demonstrate creativity				
B-LS 3. Use time-management, organizational and study skills				
B-LS 4. Apply self-motivation and self-direction to learning				
B-LS 5. Apply media and technology skills				
B-LS 6. Set high standards of quality				
B-LS 7. Identify long- and short-term academic, career and social/emotional goals				
B-LS 8. Actively engage in challenging coursework				
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions				

B-LS 10. Participate in enrichment and extracurricular activities				
Behavior Self-Management Skills	Activity	Participants	Class/LG	SG
B-SMS 1. Demonstrate ability to assume responsibility				
B-SMS 2. Demonstrate self-discipline and self-control				
B-SMS 3. Demonstrate ability to work independently				
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards				
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals				
B-SMS 6. Demonstrate ability to overcome barriers to learning				
B-SMS 7. Demonstrate effective coping skills when faced with a problem				
B-SMS 8. Demonstrate the ability to balance school, home and community activities				
B-SMS 9. Demonstrate personal safety skills				
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities				
Behavior Social Skills	Activity	Participants	Class/LG	SG
B-SS 1. Use effective oral and written communication skills and listening skills				
B-SS 2. Create positive and supportive relationships with other students				
B-SS 3. Create relationships with adults that support success				
B-SS 4. Demonstrate empathy				
B-SS 5. Demonstrate ethical decision-making and social responsibility				
B-SS 6. Use effective collaboration and cooperation skills				
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams				
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary				
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment				



Results Reports:

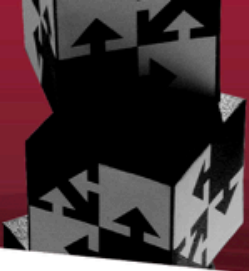
- Document instruction
 - Delivered as planned, *or*
 - Modified to meet student needs
- Verify all students served
- Analyze and explain
 - Participation Data
 - Mindsets & Behaviors Data
 - Outcome Data
- Demonstrate impact of the program activities & services
- Inform improvement to future activities and interventions
- Support advocacy for systemic change



Classroom Results & Lesson Reports Implications

Questions to guide analysis and reflection:

- Did the Mindsets and/or Behaviors selected match the lesson topic?
- Did the lesson content/materials match the selected Mindsets and/or Behaviors skill?
- Did the length of lessons allow time for students to acquire content?
- Were the lessons delivered at the best time and in the most effective way?
- How did the lessons support the desired change in achievement, attendance and/or discipline data?

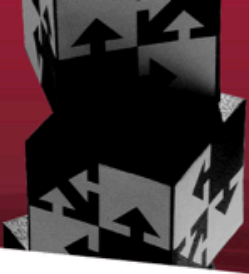


Results Reports



Classroom and Group Mindsets & Behaviors Results Report

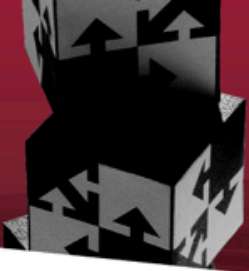
School Name			
Results Report for:	<input type="checkbox"/> Unit <input type="checkbox"/> Lesson <input type="checkbox"/> Small Group		
Grade Level			
Topic			
Mindsets & Behaviors			
Participation Data		# of students participating	
		Length of lessons/sessions	
		# of lessons/sessions	
Mindsets & Behaviors Data	Pre-Intervention Data:		Post-Intervention Data:
Outcome Data <i>(Achievement, Attendance and/or Discipline Data)</i>	Baseline Data:		
	Final Data:		
	Percent Change:		
Implications <i>Analyze your data. How will data inform future practice?</i>	How will data results help deliver the lessons more effectively?		
	How can Mindsets & Behaviors data be collected more accurately?		
	What will be continued/discontinued/amended?		
	Other:		



Closing-the-Gap Results Reports Implications

Questions to guide analysis and reflection:

- What data was used to identify the gap?
- How were evidence-based, research-informed or best-practice activities selected?
- How did multiple strategies/activities involve a variety of stakeholders who may affect the desired outcome?
- How did the content/materials of the strategies/activities match the selected Mindsets & Behaviors?
- How did the activities and interventions support the desired change in achievement, attendance and/or discipline data?



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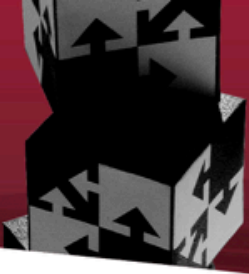
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Closing-the-Gap Action Plan/Results Report

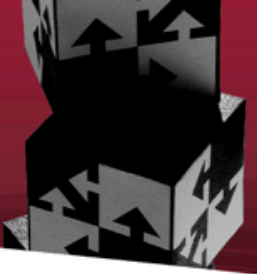
School Name			
Annual Student Outcome Goal			
Mindsets & Behaviors (Limit of three)			
1.			
2.			
3.			
Mindsets & Behaviors Survey Items			
1.			
2.			
3.			
4.			
Interventions			
Direct Student Services		Indirect Student Services	
1.		1.	
2.		2.	
3.		3.	

Data Collection Plan	Results Data
Participation Data Plan	Participation Results Data
<i>Anticipated</i>	<i>Actual</i>
Mindsets & Behaviors Data Plan	Mindsets & Behaviors Data Results
<i>Pre-Intervention Data Average:</i>	<i>Post-Intervention Data Average:</i>
1.	1.
2.	2.
3.	3.
4.	4.
Outcome Data Plan	Outcome Data Results
<i>Baseline Data:</i>	<i>Final Data:</i>
	<i>Percent Change:</i>
Implications	
<i>Analyze your data. How with data inform future practice?</i>	



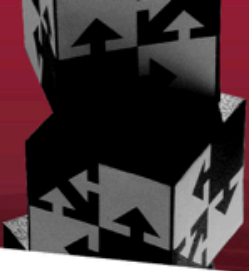
Data Over Time

- Contributes to better understanding of trends at the school
- Helps school counselors prioritize annual goals
- Identifies strengths, gaps and systemic issues
- Aggregated & disaggregated data necessary to discover achievement gaps or equity issues
- Data analysis best conducted in collaboration with district or school data specialists
- Initial reports become baseline data for measuring future school counseling program results
- Charts or graphs with year-by-year data show changes & trends in student success



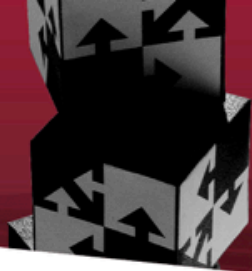
Reporting Program Results

- Show how students benefit from a school counseling program
- Educate stakeholders about program's impact on student achievement, attendance and discipline
- Support all students' achievement and success
- Builds culture of assessment & reporting with stakeholders



Program results may include:

- Websites
- Infographics
- Slideshow presentations to stakeholders
- One-page handouts
- Inclusion in a larger report to administrators and school board members
- Inclusion in school or district data materials



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ASSESS Results Reports



Closing-the-Gap Action Plan/Results Report

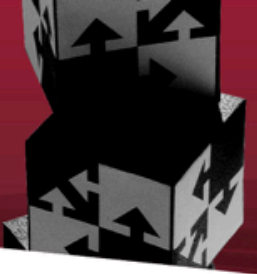
School Name		
Annual Student Outcome Goal		
Mindsets & Behaviors (Limit of three)		
1.		
2.		
3.		
Mindsets & Behaviors Si		
1.		
2.		
3.		
4.		
Interventions		
Direct Student Services		
1.		
2.		
3.		

Data Collection Plan	Results Data
Participation Data Plan	Participation Results Data
<i>Anticipated</i>	<i>Actual</i>
Mindsets & Behaviors Data Plan	Mindsets & Behaviors Data Results
<i>Pre-Intervention Data Average:</i>	<i>Post-Intervention Data Average:</i>
1.	1.
2.	2.
3.	3.
4.	4.
Outcome Data Plan	Outcome Data Results
<i>Baseline Data:</i>	<i>Final Data:</i>
	<i>Percent Change:</i>
Implications	
<i>Analyze your data. How with data inform future practice?</i>	



Classroom and Group Mindsets & Behaviors Results Report

School Name		
Results Report for:	<input type="checkbox"/> Unit <input type="checkbox"/> Lesson <input type="checkbox"/> Small Group	
Grade Level		
Topic		
Mindsets & Behaviors		
Participation Data	# of students participating	
	Length of lessons/sessions	
	# of lessons/sessions	
Mindsets & Behaviors Data	Pre-Intervention Data:	Post-Intervention Data:
Outcome Data <i>(Achievement, Attendance and/or Discipline Data)</i>	Baseline Data:	
	Final Data:	
	Percent Change:	
Implications <i>Analyze your data. How will data inform future practice?</i>	How will data results help deliver the lessons more effectively? How can Mindsets & Behaviors data be collected more accurately? What will be continued/discontinued/amended? Other:	



School Counselor Assessment and Appraisal

- Annual evaluation of school counselor's overall performance
- Completed by qualified administrator
- Appraisal documents
 - often developed in alignment with state or district guidelines
 - may appear in a variety of frameworks selected by state and district leaders.



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ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and 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 social/emotional development. These standards and competencies can be used in a variety of ways including:

School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators

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

School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies

Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a comprehensive school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a comprehensive school counseling program including:

1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and evaluation – activities necessary for the design, implementation and evaluation of the comprehensive school counseling program

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Pages 6 - 15



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ASCA School 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

ASCA School 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 and opportunity for a high-quality education.
- ☐ M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- ☐ M 4. Every student should have access to a comprehensive school counseling program.
- ☐ M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- ☐ M 6. School counselors are leaders in the school, district, state and nation.
- ☐ M 7. 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 developmental issues 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 techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior 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, classroom 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 & Behaviors for Student Success in large-group, classroom, small-group and individual settings

- ☐ a. Use student, school and district data to identify achievement, attendance and 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 & Behaviors for Student Success or select/develop other materials informed by research and best practice if evidence-based materials do not exist
- ☐ d. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction



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School Counselor Performance Appraisal

School Counselor _____
Evaluator _____
Position _____
Date _____

0=Unsatisfactory, 1=Developing, 2=Proficient, 3=Distinguished

PROFESSIONAL BELIEFS

Description

Mindsets

Demonstrates belief that each student can succeed and should graduate prepared for postsecondary opportunities

Demonstrates belief all students should have access and opportunity to a high-quality education

Demonstrates belief all students should have access to the school counseling program

Demonstrates belief that effective school counseling programs are a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders

PROFESSIONAL RESPONSIBILITIES

Description

Rating
0-3

Behaviors: Professional Foundation

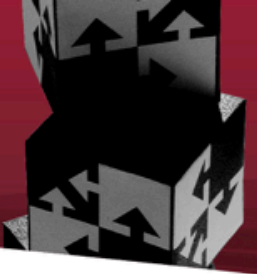
1. Demonstrates a working knowledge of developmental, learning, counseling and education theories

Demonstration includes:

- a. Articulates knowledge of human development and learning theories that affect student success
- b. Articulates knowledge of established and emerging counseling theories and techniques that are effective in school settings
- c. Articulates knowledge of career development theories for postsecondary planning
- d. Uses principles of multitiered systems of support within a school counseling program

Artifacts may include:

- a. Programs, brochures or agendas for professional development sessions in which school counselor provided training related to theories
- b. School-counselor-prepared information sheets or infographics developed for dissemination among stakeholders (e.g., developmental milestones for kindergarteners, tips for students to be successful in school, how to choose a career path, age-specific information on how children/adolescents process grief)



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Thank you

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