The APPROVED ASCA Counseling Program

Presented By:

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Overview

• School Counseling Curriculum
• Why a model for school counseling
• Goals and reminders
• Program Components
  – Foundation
  – Management
  – Delivery
  – Accountability
• Themes
  – Leadership
  – Advocacy
  – Collaboration
  – Systemic Change
• Next steps, making it happen
• Resources
• Special Thanks
School Counseling Curriculum

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Evaluation
- Practicum (100 hours of supervised experience: 60 direct, 40 indirect)
- Internship (600 hours of supervised experience: 240 direct, 360 indirect)
- School Counseling Courses
- Electives (e.g., Substance Abuse Counseling; Play Therapy; Trauma and Grief; Marriage, Couple, and Family Counseling)
Benefits for Administrators

Research shows that a fully implemented program:
- aligns with PBIS
- reduces violence
- improves college and career readiness
- increases student achievement
- improves attendance rates
- improves school climate
- reduces dropout rates
- reduces bullying
Benefits for Counselors

Fully implemented comprehensive school counseling programs provide:

- More time with students
- Less time with paper
- More time spent on counseling
- Less time spent on non-counseling
- More comprehensive school counseling
- Fewer random acts of guidance (RAGs)
Inappropriate Activities for School Counselors

• coordinating paperwork and data entry of all new students
• coordinating cognitive, aptitude, and achievement testing programs
• signing excuses for students who are tardy or absent
• performing disciplinary actions or assigning consequences
• sending students home who are not appropriately dressed
• teaching classes when teachers are absent computing grade-point averages
• maintaining student records
• supervising classrooms or common areas
• keeping clerical records
• assisting with duties in the principal’s office
• providing therapy or long-term counseling in schools to address psychological disorders
• coordinating schoolwide individual education plans, student study teams and school attendance review boards
• serving as a data entry clerk
Working directly with kids
Making a difference!
• https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf

• https://www.schoolcounselor.org/school-counselors-members/publications/position-statements

• https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/RoleStatement.pdf

• https://www.schoolcounselor.org/school-counselors-members/careers-roles

• https://www.schoolcounselor.org/school-counselors-members/asca-national-model
School Counselors Adhere to ethical standards of the profession and other official policy statements such as ASCA position statements and Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible. (B.3.d)
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. (preamble)

Ethical Standards

- Are concerned with the educational, academic, career, and social/emotional needs and encourage each student’s maximum development. (A.1.e)
Goals for Today

- Review the four components of the ASCA National Model and the steps necessary for program development
- Understand the benefits of the ASCA National Model
- Learn about practical approaches to implementing a comprehensive program
Reminders

• This is not a formula or cookie cutter.
• This takes time and investment, about 3-5 years.
• SCs are already doing many aspects, this is being more intentional, systematic, and adding as you go along.
• This will benefit kids, teachers, leadership, and counselors.
ASCA National Model
A Framework for School Counseling Programs
THIRD EDITION

American School Counselor Association
ONE VISION ONE VOICE
You can't build a great building on a weak foundation. You must have a solid foundation if you're going to have a strong superstructure.

- Gordon B. Hinkley

- Program Focus
  - Beliefs
  - Vision Statement
  - Mission Statement
  - Program Goals

- Student Competencies
  - ASCA Mindsets and Behaviors for Student Success
  - Other Student Standards

- Professional Competencies
  - School Counselor Professional Competencies
  - ASCA Ethical Standards for School Counselors
PROGRAM

FOCUS
1. Program Focus
Foundation

Beliefs → Vision → Mission → Program Goals
1. What do you believe about the ability of all students to achieve?
2. How do we address developmental needs of all students?
3. What is the school counselor’s role as an advocate for every student?
4. Who do you believe is involved in the planning, managing, delivery, and evaluation of program activities?
5. How are data used to inform program decisions?
6. How do ethical standards guide the work of school counselors?

QUESTIONS TO ASK WHEN DEVELOPING BELIEF STATEMENTS
School counselors in the Everett Naismith Middle School Counseling Program believe

• All students can achieve and meet high standards that will result in college and career success
• Student developmental needs are best met by implementing a comprehensive school counseling program
• School counselors must be leaders, advocates, and collaborators who create equitable access to rigorous curriculum and opportunities for self-directed personal growth for every student
• Data must be analyzed and translated into goals that guide the development of the comprehensive school counseling program promoting student achievement

SAMPLE BELIEF STATEMENTS
HTTP://CHSCOUNSELING.BLOGS.CCPS.US/MISSION-BELIEF-STATEMENT/
Vision Statement
Questions to ask when developing your vision and mission statements

• What do we believe about achievement for every student?

• Do we believe all students can achieve given proper support?

• Do we believe there are differences in learning styles for students and that children respond differently?

• How do we react to those responses?

• What do we believe about the program’s ability to provide academic, career and social/emotional development for every student?
• When we look at the school’s mission of academic achievement, what responsibility does the school counseling program have in supporting this mission?

• What do we believe about educational reform and the school counselor’s role in it?

• What do we believe about the role of parents or guardians, staff and community members within the school counseling program?
Vision Statement

• Describes a future world where the school counseling goals and strategies are being successfully achieved
• Outlines a rich and textual picture of what success looks like and feels like
• Is bold and inspiring
• States the best possible student outcomes that are five to 15 years away
• Is believable and achievable
“It’s not a great mission statement, but we’ll revise it if things get better.”
An Effective Mission Statement

- Aligns with the school’s mission statement and may show linkages to the District and State Department of Education mission statements
- Is written with students as the primary focus
- Advocates for equity, access, and success of every student
- Indicates the long-range results desired for all students
Program Goals

Effective Program Goals

● Promote achievement, attendance, behavior and/or school safety
● Are based on school data
● Address school-wide data, policies, and practices to address closing-the-gap issues
● Address academic, career, and/or social/emotional development
S.M.A.R.T. Goals

- Specific
- Measurable
- Achievable
- Realistic
- Timely

What do you want to do?
How will you know when you've reached it?
Is it in your power to accomplish it?
Can you realistically achieve it?
When exactly do you want to accomplish it?
ABC Middle School

Academic Goal: To increase successful completion of high school credit-bearing courses among 8th grade students. By the end of the 2017-18 SY there will be a 7% increase in 8th grade students earning a C or better in high school credit bearing courses (Algebra I and Physical Science)
ABC Middle School

Social/Emotional Goal: To reduce incidents of bullying at school.
By the end of the 2017-18 SY there will be a 10% reduction in reports of bullying at school.

Career Goal: To increase career awareness.
By the end of the 2017-18 SY 80% of 8\textsuperscript{th} grade students will have identified three careers of interest.
Student Standards and Mindsets and Behaviors

- [https://www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors/search-or-submit-competency](https://www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors/search-or-submit-competency)


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

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

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

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

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

http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf
Management is doing things right; leadership is doing the right things.

-Peter Drucker

- **Assessments**
  - School Counselor Competencies Assessment
  - School Counseling Program Assessment
  - Use-of-Time Assessment

- **Tools**
  - Annual Agreement
  - Advisory Council
  - Use of Data
  - School Data Profile
  - Program Results Data (Process, Perceptions, and Outcomes)
  - Curriculum, Small Group, and Closing-the-Gap Action Plans
  - Lesson Plan
  - Calendars
MANAGEMENT

Assessment Tools

- School Counselor Competencies
- School Counseling Program Assessment
- Use-of-Time Assessment
I. SCHOOL COUNSELING PROGRAMS

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

I-A: Knowledge

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

☐ I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices

☐ I-A-2. The organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model

☐ I-A-3. Impediments to student learning and use of advocacy and data-driven school counseling practices to act effectively in closing the achievement/opportunity gap

☐ I-A-4. Leadership principles and theories

https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf
## School Counseling Program Assessment

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

**Assessment Tools**
# USE OF TIME ASSESSMENT

## Assessment Tools

<table>
<thead>
<tr>
<th>Time</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-7:15 a.m.</td>
<td>Direct Student Services: School Counseling Core Curriculum</td>
</tr>
<tr>
<td>7:16-7:30 a.m.</td>
<td>Indirect Student Services: Individual Student Planning</td>
</tr>
<tr>
<td>7:31-7:45 a.m.</td>
<td>Responsive Surveys</td>
</tr>
<tr>
<td>7:46-8 a.m.</td>
<td>Referrals/Consultation/Collaboration</td>
</tr>
<tr>
<td>8:01-8:15 a.m.</td>
<td>Program Management and School Support</td>
</tr>
<tr>
<td>8:16-8:30 a.m.</td>
<td>Program Foundation, Management and Accountability</td>
</tr>
<tr>
<td>8:31-8:45 a.m.</td>
<td>Fair-Share Responsibility</td>
</tr>
<tr>
<td>8:46-9 a.m.</td>
<td>Non-School-Counseling Tasks</td>
</tr>
<tr>
<td>9:01-9:15 a.m.</td>
<td>Non-School-Counseling Tasks</td>
</tr>
<tr>
<td>9:16-9:30 a.m.</td>
<td>Non-School-Counseling Tasks</td>
</tr>
<tr>
<td>9:31-9:45 a.m.</td>
<td>Non-School-Counseling Tasks</td>
</tr>
</tbody>
</table>
MANAGEMENT TOOLS

- Annual Agreement
- Advisory Council
- Use of Data
- School Data Profile
- Program Results Data (Process, Perception, and Outcomes)
- Curriculum, Small Group, and Closing-the-Gap Action Plans
- Lesson Plan
- Calendars
Annual Agreement Template

School Counselor: 
Year: 

School Counseling Program Mission Statement

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

Program Goal Statements

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Direct Services to Students</th>
<th>Planned Use</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>of time delivering school counseling core curriculum</td>
<td>Provides developmental curriculum content in a systematic way to all students</td>
</tr>
<tr>
<td></td>
<td>of time with individual student planning</td>
<td>of time with individual student planning</td>
</tr>
<tr>
<td></td>
<td>of time with responsive services</td>
<td>Addresses the immediate concerns of students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indirect Services for Students</th>
<th>Planned Use</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>of time providing referrals, consultation and collaboration</td>
<td>Interacts with others to provide support</td>
</tr>
</tbody>
</table>

80% or more
ADVISORY COUNCIL

A representative group of stakeholders to include:

Parent, teacher, school counselor, administrator, community member, business/industry/labor representative, school board member, student(s), college representative (admissions, high school liaison, mental health professional, counselor educator)

PURPOSE INCLUDES HONEST COMMUNICATION AMONG ALL PARTIES ABOUT THE IMPORTANT WORK OF THE SCHOOL COUNSELORS AS IT RELATES TO THE SCHOOL AND DISTRICT MISSION AND GOALS, AND TO REVIEW AND ADVISE ON IMPLEMENTATION OF SCHOOL COUNSELING PROGRAM
Use of Data

- Perception
- Process
- Outcomes
ACTION PLANS

Counseling Curriculum

Small Groups

Closing the Gap Activities
# LWE Small Group Action Plan

## School Name
Lakewood Elementary

## Goal
To improve academic achievement, promote accountability/responsible behavior, emotional management, and the acquisition of various coping skills

## Target Group
Identified tier 2/3 students

<table>
<thead>
<tr>
<th>School Counselor(s)</th>
<th>ASCA Domain, Standard and Student Competency</th>
<th>Outline of Group Sessions to be Delivered</th>
<th>Resources Needed</th>
<th>Process Data (Projected number of students affected)</th>
<th>Perception Data (Type of surveys to be used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data to be collected)</th>
<th>Project Start/Project End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mariama (3rd and 4th grade)</td>
<td>PS:B1.6 know how to apply conflict resolution skills A:A3.1 take responsibility for their actions A:B1.3 apply the study skills necessary for academic success at each level PS:A1.5 identify and express feelings PS:A1.12 identify and recognize changing family roles PS:A1.9 demonstrate cooperative behavior in groups</td>
<td>Anger Management Study Skills Anxiety/Stress Management Families in Transition</td>
<td>Workbooks Relevant Reading materials Art Supplies Technology Equipment</td>
<td>Maximum 8 students per group Minimum 4 students per group</td>
<td>Pre/Post Test Inventories Questionnaire</td>
<td>OLWEUS Data Standardized test scores Discipline Referrals Grades PRE/Post Test Data</td>
<td>September-Ongoing</td>
</tr>
</tbody>
</table>
Lesson Plan Template

<table>
<thead>
<tr>
<th>School Counselor:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity:</td>
<td></td>
</tr>
<tr>
<td>Grade(s):</td>
<td></td>
</tr>
<tr>
<td>ASCA Mindsets &amp; Behaviors (Domain/Standard):</td>
<td></td>
</tr>
<tr>
<td>Learning Objective(s) (aligns with competency):</td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>Materials:</td>
<td></td>
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<tr>
<td>Procedure:</td>
<td></td>
</tr>
<tr>
<td>Plan for Evaluation: How will each of the following be collected?</td>
<td></td>
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<tr>
<td>Process Data:</td>
<td></td>
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<tr>
<td>Perception Data:</td>
<td></td>
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<tr>
<td>Outcome Data:</td>
<td></td>
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<tr>
<td>Follow-Up:</td>
<td></td>
</tr>
</tbody>
</table>
CALENDARS

- Annual/Weekly
- Public/Private

MANAGEMENT TOOLS
Tips for Calendaring

- Develop a practice of making appointments.
- “Within 24 hour” response expectation for email and phone.
- Schedule flexible time.
- Keep appointment times to an acceptable minimum.
- Embrace technology.
- Discover what works.
Don't worry Charlie Brown.
Your School Counselor can help.
She's a professional you know.
Today’s man should do more than just talk; he should act. He should do more than just promise; he should deliver.

- Dr. Steve Maraboli

- **Direct Student Services**
  - School Counseling Core Curriculum
  - Individual Student Planning
  - Responsive Services

- **Indirect Student Services**
  - Referrals
  - Consultation
  - Collaboration
DELIVERY SYSTEM

Delivery is 80% or more of the activity in the ASCA National Model.
DELIVERY
DIRECT STUDENT SERVICES

• School Counseling Core Curriculum- comprehensive, integrated with academic curriculum, preventative, structured lessons delivered to all students, related to standards and competencies

• Individual Student Planning- appraisal, advisement to establish goals and plans

• Responsive Services- meeting students immediate needs, crisis intervention, follow-up, individual and group counseling, consultation, mediation
• Referrals- directs students and families to school and community resources

• Consultation- share strategies with parents, other educators and organizations to promote academic, career and personal development

• Collaboration- teaming, committee work, workshops, professional development
### Figure 4.1 Delivery Component

<table>
<thead>
<tr>
<th>Item</th>
<th>Elements and Strategies</th>
<th>Recipient</th>
<th>Method</th>
</tr>
</thead>
</table>
| **Direct Student Services** | School Counseling Core Curriculum  
|                   | Instruction  
|                   | Group Activities  
|                   | Individual Student Planning  
|                   | Appraisal  
|                   | Advisement  
|                   | Responsive Services  
|                   | Counseling  
|                   | Crisis Response  
|                   | All Students          | Interactions with Students in:  
|                   |                             | Large Group  
|                   |                             | Classroom  
|                   |                             | Small Group  
|                   |                             | Individual  
| **Indirect Student Services** | Referrals  
| | Consultation  
| | Collaboration  
| | All Students          | Interactions with Others  
| |                             | Identified Students  
| |                             | Identified Students  

**DIRECT AND INDIRECT STUDENT SERVICES**
Accountability breeds response-ability.
-Stephen Covey

- Data Analysis
  - School Data Profile Analysis
  - Use-of-Time Analysis
- Program Results
  - Curriculum Results Analysis
  - Small-Group Results Analysis
  - Closing-the-Gap Results Analysis
- Evaluation and Improvement
  - School Counselor Competencies Assessment Analysis
  - Program Assessment Analysis
  - School Counselor Performance Appraisal
<table>
<thead>
<tr>
<th>Assessment Resources</th>
<th>Student-Achievement Data</th>
<th>Achievement-Related Data</th>
<th>Standards and Competency-Related Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate Survey</td>
<td>Standardized test data</td>
<td>Course enrollment patterns</td>
<td>Percentage of students who:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IGP completion</td>
</tr>
<tr>
<td>National Survey of Student Engagement (NSSE)</td>
<td>Grade Point Averages</td>
<td>Discipline referrals</td>
<td>Participation in job shadowing</td>
</tr>
<tr>
<td>Suspension Data</td>
<td>SAT, ACT, WorkKeys scores</td>
<td>Suspension rates</td>
<td>Have set and achieved their goals</td>
</tr>
<tr>
<td>Attendance Data</td>
<td>Changes in achievement levels (Math, reading)</td>
<td>Attendance rates</td>
<td>Apply conflict resolution skills</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>Drop-out rate</td>
<td>Parent involvement</td>
<td></td>
</tr>
<tr>
<td>Grades</td>
<td>Industry-based Certification</td>
<td>Extracurricular activities</td>
<td></td>
</tr>
<tr>
<td>Process</td>
<td>Perception</td>
<td>Outcomes</td>
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<td>----------------------------------------------</td>
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<td>------------------------------------------------</td>
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<tr>
<td>•Numbers impacted</td>
<td>•Pre/Post</td>
<td>•Achievement</td>
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<td></td>
<td>•Surveys</td>
<td>•Attendance</td>
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<td></td>
<td></td>
<td>•Behavior</td>
<td></td>
</tr>
<tr>
<td>“What you did for whom”</td>
<td>“What others think, know or demonstrate” data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>•Evidence that event occurred</td>
<td>•Measures competency achieved, knowledge gained or attitudes beliefs of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>•How activity was conducted</td>
<td>•Pre-post; perceptions</td>
<td>•“Hard” data</td>
<td></td>
</tr>
<tr>
<td>•Did the program follow the prescribed practice?</td>
<td>•Competency achievement</td>
<td>•Proof that your program has (or has not) positively impacted students to help meet standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•Surveys</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>•Evaluations</td>
<td></td>
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</tr>
</tbody>
</table>
DISAGGREGATE THE DATA!

- Gender
- Ethnicity
- Socio-economic status
- Language
- Special Education
- Grade level
- Teacher
- Zip code
How are students different as a RESULT of what the school counselor does?

THREE TYPES OF RESULTS REPORTS BASED ON ACTION PLANS

- Curriculum Results Report
- Small-Group Results Report
- Closing The Gap Results Report
How are students different as a RESULT of what the school counselor does?

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Type of Service</th>
<th>American School Counselor Association (ASCA) Domain/Standard</th>
<th>Curriculum and Materials</th>
<th>Projected Start</th>
<th>Projected End</th>
<th>Process data (What you did for whom?)</th>
<th>Perception data (What do students think they can do?)</th>
<th>Results data</th>
<th>Counselor 10 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Individual Counseling, Classroom guidance lessons</td>
<td>C:A1.4 C:C1.2 P8:A1.1 P8:A1.5 P8:C1.5</td>
<td>St. Charles Parish Bullying Initiative Action Steps, The Bully, Bullied, and Beyond Guidance Lessons, “Pushy Peer Pressure” and “Fitting in videos” Bullying behavior what if’s cards</td>
<td>August-September; Grades 4, 5, &amp; 6 579 total students participated in anti bullying presentation</td>
<td>95% of students can identify an adult they trust at school to report bullying behavior to</td>
<td>Reduction in personal Social write ups and behavior incidences- PBIS data; referrals</td>
<td>M. Sandifer/ M. Fuselier</td>
<td></td>
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</tr>
</tbody>
</table>
School Counselor Performance Appraisal is an evaluation of the school counselor's performance and is conducted annually and contain three components:

- **Self-Evaluation**
- **Administrative Evaluation**
- **Assessment of Goal Attainment**
Questions to ask at the end of the year...

• So what do these results mean?
• What are the recommendations?
• How will the findings be used?
• How will the findings and recommendations be presented?
• Who will they be shared with?
• What are the implications?
EVALUATION AND IMPROVEMENT

Louisiana's Evaluation and Assessment of School Personnel

- COMPASS-Louisiana School Counseling Performance Evaluation Rubric
- Professional Growth Plans
- Student Learning Targets (SLT's)
WERE THE GOALS MET? IF NOT, WHY NOT?
Leadership

“From providing leadership for the development of a comprehensive school counseling program to solving problems with school and community groups that promote student achievement, school counselors are called upon to be leaders in a variety of ways.” (ASCA National Model, 2012, p. 1)
Advocacy (p.5)

### ACA Advocacy Competencies

<table>
<thead>
<tr>
<th>Acting With Students</th>
<th>Advocacy Components of the ASCA National Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Empowerment</strong> - Efforts that facilitate the identification of external barriers and development of self-advocacy skills, strategies and resources in response to those barriers.</td>
<td><strong>Direct Student Services</strong></td>
</tr>
<tr>
<td>1. School counseling core curriculum</td>
<td></td>
</tr>
<tr>
<td>▪ Instruction</td>
<td></td>
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<tr>
<td>▪ Group activities</td>
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<tr>
<td>2. Individual student planning</td>
<td></td>
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<tr>
<td>▪ Appraisal</td>
<td></td>
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<tr>
<td>▪ Advisement</td>
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<tr>
<td>3. Responsive services</td>
<td></td>
</tr>
<tr>
<td>▪ Counseling (individual/small group)</td>
<td></td>
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<tr>
<td>▪ Crisis response</td>
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</tr>
</tbody>
</table>

### Acting on Behalf of Students

<table>
<thead>
<tr>
<th>Indirect Student Services and Program Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Micro-level</strong></td>
</tr>
<tr>
<td><strong>Student Advocacy</strong> - Assessing the need for direct intervention within the system on behalf of the student, identifying allies and carrying out a plan of action</td>
</tr>
<tr>
<td>▪ Referrals</td>
</tr>
<tr>
<td>▪ Consultation</td>
</tr>
<tr>
<td>▪ Collaboration</td>
</tr>
<tr>
<td>▪ School data profile</td>
</tr>
<tr>
<td>▪ Closing-the-gap and small-group action plans</td>
</tr>
</tbody>
</table>

| **School/Community Collaboration** - Actions where the school counselor and community collaborate to address a problem and devise an advocacy plan |
| ▪ Advisory council |
| ▪ Program goals |
| ▪ Curriculum action plan |

| **Systems Advocacy** - Identifying systemic problem, gaining information and insight from those who are most affected and implementing advocacy at a systems level |
| ▪ Consultation |
| ▪ Collaboration |
| ▪ Annual agreement |
| ▪ School data profile analysis |
| ▪ Needs assessments |
| ▪ Action plans |
| ▪ Results reports analysis |
| ▪ Program assessment analysis |
| ▪ Program goal analysis |
### ACA Advocacy Competencies

<table>
<thead>
<tr>
<th>Macrom-level</th>
<th>Social/Political Advocacy – Recognizing when student problems must be addressed at a policy or legislative level and advocating for change within those areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting on Behalf of Students</td>
<td>Indirect Student Services and Program Management</td>
</tr>
<tr>
<td><strong>Public Information</strong> – Collaboration between school counselor and community in efforts to alert the public to macro-level issues regarding human dignity</td>
<td><strong>Collaboration with community groups</strong></td>
</tr>
<tr>
<td><strong>District committees</strong></td>
<td><strong>Beliefs</strong></td>
</tr>
<tr>
<td><strong>Board presentations</strong></td>
<td><strong>Vision statement</strong></td>
</tr>
<tr>
<td><strong>Involvement with state and national professional associations</strong></td>
<td><strong>Mission statement</strong></td>
</tr>
<tr>
<td><strong>Legislative interactions</strong></td>
<td><strong>Advisory council</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Results reports</strong></td>
</tr>
<tr>
<td></td>
<td><strong>School committees</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sharing results</strong></td>
</tr>
</tbody>
</table>

Adapted from Lewis, Arnold, House & Toporek (2003) and Toporek, Lewis & Crethar, (2009)

Adapted from Ratts, DeKruyf, & Chen-Hayes (2007)
Collaboration
Systemic Change

- Schools, like a family, are a system. An event that impacts one part of the system has a ripple effect, affecting other parts of the system. By implementing a comprehensive school counseling program utilizing the skills of leadership, collaboration and advocacy, school counselors can help bring about systemic change.
Examples of Systemic Change

- Remove barriers to access courses and learning paths (i.e., AP, IB, honors, dual enrollment, CTE, credit recovery, special programs)
- Increase access to educational opportunities
- Implement programs to address inappropriate behavior (i.e., restorative practices, bullying awareness and prevention)
- Increase awareness of school safety
- Promote knowledge and skills for working in a diverse and multicultural work setting
- Model inclusive language
- (see pp. 8-10 of The ASCA National Model)
How do we get started?

1. Read and get familiar with the ASCA National Model
2. Discuss plans to implement the model
3. Start with the program assessment to compare what is currently in place with the model
4. Administrator and counselor collaboration
Steps to get started, cont.

• Identify strengths and areas for growth based on assessment
• Review school data: academic, attendance, discipline
• Prioritize your areas to improve
• Identify assessments and tools in the management component that correspond with areas to improve
Steps to get started, cont....

• Identify collaborators for implementation
• Develop a plan, 1-3 years, include foundation, management, delivery and accountability components and who will be responsible for each part of the plan
Steps to get started, cont.

- Implement your plan, use management tools to collect data as you go
- Analyze your data to determine your results following tools in the accountability component
- Share the results with school and district staff
Steps to get started, cont. . . .

• Complete and analyze the program each year and compare to the ASCA Model

• Consider applying for a RAMP designation and show the country how your program is making a difference for student achievement and success
Acknowledge resistance, then push through.

- Often school counselors repeat phrases such as, “Don't have the time…Don't have the knowledge and skills…Accountability is scary…Accountability is confronting…[and] Results are difficult to measure” (Myrick, 2003, p. 176-177). These phrases capture the school counselor’s resistance to change in order to successfully implement a school counseling program based on a Model.
Resources

- https://www.schoolcounselor.org/school-counselors-members/asca-national-model
- https://www.umass.edu/schoolcounseling/
- http://cescal.org/
- https://www.sparconline.net/
- http://www.asainstitute.org/rsc/
- http://scene.schoolcounselor.org/home
- https://scale-research.org/
Special Thanks to:

• Russell Sabella, Ph.D.
  – https://about.me/sabella
  – http://schoolcounselor.com/
  – http://www.guardingkids.com/

A significant portion of the content of this presentation came from materials and resources shared by Dr. Sabella
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