


ASCA National Model 4th Edition Assess



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Framing this Webinar

<p>What <u>it is</u>...</p> <ul style="list-style-type: none">• Initial step into 4th edition• Overview of the changes• Exposure to new templates	<p>What it <u>is not</u>...</p> <ul style="list-style-type: none">• Replacement for reading the book• Detailed explanations
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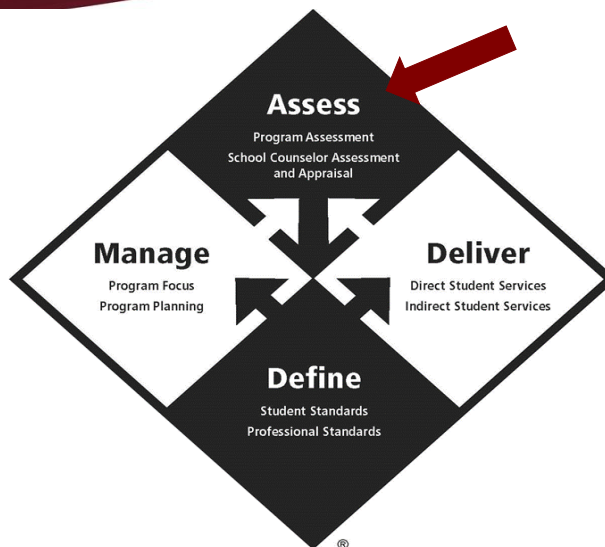
Learning Outcomes: review **Assess** component of the ASCA National Model:


- 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



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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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School Counseling Program Assessment

ASCA National Model Components	Yes	Comments
MANAGE		
Vision Statement		
Aligned with ASCA National Model's criteria for exemplary vision statement.	<input type="checkbox"/>	
Mission Statement		
Aligned with ASCA National Model's criteria for exemplary mission statement.	<input type="checkbox"/>	
Data		
School data summary prioritizing data points addressed through the school counseling program completed.	<input type="checkbox"/>	
Annual Student Outcome Goals		
a. School improvement plan reviewed to identify school priorities.	<input type="checkbox"/>	
b. Outcome goals created based on student, school and/or district data to close the achievement, opportunity and/or information gaps.	<input type="checkbox"/>	

DELIVER		
Direct Student Services		
Classroom lessons/large-group activities are delivered and outlined using lesson plans.	<input type="checkbox"/>	
Small-group sessions are delivered and outlined using lesson/session plans.	<input type="checkbox"/>	
Indirect Student Services		
Indirect student services are reflected on weekly calendars.	<input type="checkbox"/>	
ASSESS		
Classroom and group Mindsets & Behaviors results report completed.	<input type="checkbox"/>	
Closing-the-gap results report completed.	<input type="checkbox"/>	
ASCA School Counselor Professional Standards & Competencies assessment completed.	<input type="checkbox"/>	
School counseling program assessment completed.	<input type="checkbox"/>	
School counseling performance appraisal is conducted annually.	<input type="checkbox"/>	
Program results are shared with school staff and stakeholders	<input type="checkbox"/>	



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Annual 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



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Types of Data

Type of Data	Description	Examples
Participation	<ul style="list-style-type: none"> ■ Number of participants involved ■ Number of activities, lessons or sessions ■ Length of time 	30 students participated in six 45-minute classroom lessons
Mindsets & Behaviors	<ul style="list-style-type: none"> ■ Administered to students and provides self-reported data from students ■ Measures student change in knowledge, attitudes and skills through the lens of the ASCA Mindsets & Behaviors 	<ul style="list-style-type: none"> ■ 88% of fourth-graders have written a goal using the SMART goal format (B-LS 7.) ■ 88% of second-graders can name two techniques to calm down after becoming angry (B-SMS 2.)
Outcome	Impact on student achievement, attendance or discipline	Reading levels Discipline referrals Promotion/graduation rate

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Results Reports Templates

Closing-the-Gap Action Plan/Results Report

School Name		
Annual Student Outcome Goal		
Mindssets & Behaviors (Limit of three)		
1.	Data Collection Plan	Results Data
2.	Participation Data Plan	Participation Results Data
3.	Mindssets & Behaviors S	Actual
1.	Anticipated	
2.	Mindssets & Behaviors Data Plan	Mindssets & Behaviors Data Results
3.	Pre-intervention Data Average:	Post-intervention Data Average:
4.	1.	1.
	2.	2.
	3.	3.
	4.	4.
Interventions		
Direct Student Services		
1.	Outcome Data Plan	Outcome Data Results
2.	Baseline Data:	Final Data:
3.		Percent Change:
Implications		
Analyze your data. How with data inform future practice?		

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		
Mindssets & Behaviors		
Participation Data	# of students participating	
	Length of lessons/sessions	
	# of lessons/sessions	
Mindssets & Behaviors Data	Pre-Intervention Data:	Post-Intervention Data:
	Outcome Data (Achievement, Attendance and/or Discipline Data)	
Outcome Data	Baseline Data:	
	Final Data:	
	Percent Change:	
Implications	Analyze your data. How will data inform future practice? 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:	

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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		
Mindssets & Behaviors		
Participation Data	# of students participating	
	Length of lessons/sessions	
	# of lessons/sessions	
Mindssets & Behaviors Data	Pre-Intervention Data:	Post-Intervention Data:
	Outcome Data (Achievement, Attendance and/or Discipline Data)	
Outcome Data	Baseline Data:	
	Final Data:	
	Percent Change:	
Implications	Analyze your data. How will data inform future practice? 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:	



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Classroom Results 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?



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Small Group Results Reports Implications

Questions to guide analysis and reflection:

- How was data used to identify small-group topics?
- How was data used to select participants for inclusion?
- How did the group content/materials align with evidence-based, action research or best practice?
- How did the group content/materials match the selected ASCA Mindsets and Behaviors?
- How did the session topics support the desired change in achievement, discipline and/or attendance data?

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Closing-the-Gap Action Plan/Results Report		
School Name		
Annual Student Outcome Goal		
Mindsets & Behaviors (Limit of three)		
1.	Data Collection Plan	Results Data
2.	Participation Data Plan	Participation Results Data
3.		
Mindsets & Behaviors	<i>Anticipated</i>	<i>Actual</i>
1.		
2.	Mindsets & Behaviors Data Plan	Mindsets & Behaviors Data Results
3.	Pre-Intervention Data Average:	Post-Intervention Data Average:
4.		1.
		2.
Interventions		3.
Direct Student Services		4.
1.		
2.	Outcome Data Plan	Outcome Data Results
3.	Baseline Data:	Final Data:
		Percent Change:
	Implications	
	Analyze your data. How with data inform future practice?	

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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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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



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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



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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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School Counselor Assessment and Appraisal

School counselors:

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan
- Annual evaluation of school counselor's overall performance



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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

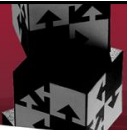
B-PF 1. Apply developmental, learning, counseling and education theories

- 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 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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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 postsecondary opportunities

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

Demonstrates belief all students should have access to the school counseling process involving school counselors, students, families, teachers, administrators, 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.	
<i>Demonstration includes:</i>	
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	
<i>Artifacts may include:</i>	
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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ASCA Resources

ON-SITE TRAINING

Is your school or district looking to bring specialized training to your school counselors? ASCA can help in your quest to offer them school counseling-specific professional development opportunities with an ASCA-certified trainer. Daylong on-site trainings are available for:

- ASCA National Model and RAMP
- ASCA Mindsets & Behaviors for Student Success
- Legal and Ethical Issues in School Counseling
- School Counseling Data Use
- Bullying Prevention
- Solution-Focused Brief Counseling
- And much more


On-site training is \$3,000/day (additional fees may apply for extensive travel).

We wrote the book on school counseling. Get your training from the experts. Learn more at www.schoolcounselor.org/professionaldevelopment.

COACHING

Get individualized coaching to help your school work toward a comprehensive school counseling program aligned with the ASCA National Model with an ASCA National Model coach. Already have a comprehensive program and want to apply for RAMP? Our RAMP coaches can walk you through the RAMP framework and application process. Regardless of where your school or district is in the implementation process, an ASCA coach can help. You'll meet with your ASCA National Model or RAMP coach virtually for one hour each month, for either 10 or 12 months.

JIM BOEN, Executive Director, Bend-La Pine Schools



DISTRICTWIDE TRAINING

ASCA offers a districtwide ASCA National Model training and implementation program for all district school counselors to include consultation, professional development, program implementation and districtwide program evaluation and improvement of a comprehensive school counseling program.

The training consists of six full-day workshops presented over the course of two school years and is designed to specifically meet the district's unique needs based on school-specific data. All school counselors in the districtwide training receive a copy of "The ASCA National Model," "The ASCA National Model Implementation Guide" and "Making DATA Work" as part of the training.

Additionally, ASCA provides the district with its own version of the ASCA National Model portal, where individual schools upload assignments for review. Each school will receive feedback on submitted items, including strengths and areas for improvement, before the next training session. District-level staff will have the capability to access all school documents.

Expected outcomes:

- 100 percent of the district's schools will document a fully implemented school counseling program at the end of the two-year period.
- 100 percent of the district's school counselors will demonstrate results of the school counseling program on student achievement, attendance and/or discipline.
- District administrators will be able to articulate results of the school counseling program for all students.
- 25% of the district's schools will submit a RAMP application within three years.

Fees vary based on district needs. Email JimWalsh@schoolcounselor.org for details.

ASCA-Certified Trainers

- Russell A. Seballe, Ph.D.**
Russell A. Seballe, Ph.D., is currently a professor of Statistics & Assessment. He is the co-author of several books on school counseling, professional development, and higher education. He has worked for both ASCA and the Florida School Counselor Association.
- Joni Shook**
Joni Shook is a retired school counselor and now works in the district to train the future. She is the ASCA National Model at conference. She is a frequent speaker at conferences and has written articles and books on school counseling.
- Caryn Stone, Ed.D.**
Caryn Stone, Ed.D., is a professor of school counseling and legal and ethical issues for ASCA. She is a former ASCA president and has written articles and books on school counseling.
- Debra Williams**
Debra Williams has been a school counselor for 10 years. She has had two separate schools and has been a school counselor in two different states. She has been a school counselor for 10 years and has been a school counselor for 10 years. She has been a school counselor for 10 years and has been a school counselor for 10 years.
- Andra Young, Ph.D.**
Andra Young, Ph.D., is currently an associate professor at the University of North Carolina. She has been a school counselor for 10 years and has been a school counselor for 10 years. She has been a school counselor for 10 years and has been a school counselor for 10 years.

