Back to the Basics of the ASCA National Model for School Counseling

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Objectives

Participants will increase understanding of the main components and major functions of the ASCA National Model and NC Professional Standards for School Counseling.

- Foundation Development and Management of a Comprehensive School Counseling Program
- Delivery of a Comprehensive School Counseling Program - *Curriculum, Individual Student Planning, Responsive Services and Indirect Services*
- Accountability in a Comprehensive School Counseling Program
The ASCA National Model

3rd Edition
Changes in the Third Edition...

<table>
<thead>
<tr>
<th>Second Edition Topics</th>
<th>Third Edition Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beliefs and Philosophy</td>
<td>Program Focus</td>
</tr>
<tr>
<td></td>
<td>Beliefs and Vision Statement</td>
</tr>
<tr>
<td></td>
<td>“Beliefs and Philosophy” has been divided into separate sections of beliefs and vision in alignment with language used by education leaders, schools, and districts. Research studies for school improvement, leadership and change name vision as a key factor in organizational effectiveness. Components of the beliefs and philosophy section have been maintained within either the beliefs or vision sections.</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>Program Focus</td>
</tr>
<tr>
<td></td>
<td>Mission Statement</td>
</tr>
<tr>
<td></td>
<td>No significant changes.</td>
</tr>
<tr>
<td></td>
<td>Program Goals (New)</td>
</tr>
<tr>
<td></td>
<td>Research studies for school improvement, leadership and change name vision, mission and goals as key factors in organizational effectiveness. Although the second edition of the ASCA National Model encouraged goal setting through action plans, the third edition increases the focus of goal setting through the use of data.</td>
</tr>
<tr>
<td>ASCA Standards for Student Academic, Career and Personal/Social Development</td>
<td>Student Competencies</td>
</tr>
<tr>
<td></td>
<td>ASCA Student Standards</td>
</tr>
<tr>
<td></td>
<td>Titled &quot;ASCA National Standards&quot; in the second edition, the title of these standards was changed to reflect the focus on students. The standards have not changed.</td>
</tr>
<tr>
<td></td>
<td>Other Student Standards (New)</td>
</tr>
<tr>
<td></td>
<td>School counselors are encouraged to consider how other student standards complement and inform their comprehensive school counseling program. This section helps school counselors demonstrate how their program aligns with other standards that are important to state and district initiatives as appropriate (e.g., state standards, 21st Century, Character Ed).</td>
</tr>
<tr>
<td></td>
<td>Professional Competencies</td>
</tr>
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<td>ASCA School Counselor Competencies (New)</td>
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<td>These competencies, developed several years after the release of the second edition of the ASCA National Model, outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of preK-12 students. The competencies also serve as a guide for professional development.</td>
</tr>
<tr>
<td></td>
<td>ASCA Ethical Standards for School Counselors (New)</td>
</tr>
</tbody>
</table>
When schools fail to clearly define the counselor’s role...

School administrators, parents with special interests, teachers or others may feel their agendas ought to be the school counseling program’s priority.

The results often lead to confusion and criticism when they are disappointed.

(Carolyn Maddy Bernstein, 1995)
What is a comprehensive school counseling program?

- Prevention Education
- Developmental in Nature
- Integrated into the Total Educational Program
  * Academics * Career * Personal/Social Development
- A Collaborative, Cooperative Effort
- Driven by Data
How North Carolina School Counseling got here…

- NC Standard Course of Study and Guidance Curriculum (2001)
- Standards for the Preparation of School Counselors (2005, ?)
- New School Counselor Job Description (2006)
- Job Description Formatted into Standards (2008)
- Guidance Essential Standards (2012-13)
- G.S. 115C-316.1 Duties of School Counselors (2013)
What School Counselor Standards Mean for You

- Clarification of appropriate school counselor roles
- Alignment of school counselor services with school and district missions
- Alignment with national best practices
- A standard framework from which to plan and individualize services
Goals of the School Counseling Program

- The ultimate goal of the school counseling program is to support the school’s academic mission via counseling services.

- Ensuring academic achievement for every student includes counselor initiated activities designed to meet the needs of under-served, under-performing and under-represented populations.
The old question was…

“What do counselors do?”

The question now is…

“How are students better off as a result of the school counseling program?”
Be able to answer these questions

- What is the purpose of the school counseling program?
- What are the desired outcomes or results?
- What is being done to achieve results?
- What evidence is there that the objectives have been met?
- How is the program making a difference?
- What are inappropriate roles keeping you from doing?

Connect to the School Improvement Plan
ASCA National Model and NC School Counselor Standards

The themes of the ASCA National Model framework and the NC Professional Standards are

- Leadership
- Advocacy
- Collaboration
- Systemic change

These are often interconnected and occur simultaneously.
The ASCA National Model
Leadership, Advocacy, Collaboration, Systemic Change

School counseling leadership

- supports academic achievement and student development
- advances effective delivery of the comprehensive program
- promotes professional identity
- overcomes challenges of role inconsistency
Leadership, Advocacy, Collaboration, Systemic Change

pages 1 - 20

- Define and share your program focus, beliefs and vision (including annual agreement)
- Collaborate
- Promote professional growth
- Have data-driven goals
- Analyze counseling program results
- Advocate for counseling services and for student-centered practices in education
- Adhere to ethical standards
Systemic Change

- Maintenance of Old System
- Awareness
- Exploration
- Transition
- Emergence of New Infrastructure
- Predominance of New System
### Leadership Context (Bolman & Deal, 1997/2008)

- **Structural leadership:** Leadership in the building of viable organizations

### School Counseling Leadership Activities (Dollarhide, 2003)

1. Build the foundation of an effective school counseling program.
2. Attain technical mastery of counseling and education.
3. Design strategies for growth of the school counseling program.
4. Implement an effective school counseling program.

### Leadership Components of the ASCS National Model

1. Define program focus, select appropriate student competencies, and adhere to professional competencies.
2. Analyze results of school counselor competency assessment to inform areas of growth for professional development.
3. Analyze results of school counseling program assessment and design strategies to continue to improve the comprehensive school counseling program.
4. Analyze program results (curriculum, small-group and closing-the-gap results reports), and consider implications about program effectiveness.
Advocacy

<table>
<thead>
<tr>
<th>ACA Advocacy Competencies</th>
<th>Advocacy Components of the ASCA National Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acting With Students</strong></td>
<td><strong>Direct Student Services</strong></td>
</tr>
<tr>
<td>Student Empowerment –</td>
<td>1. School counseling core curriculum</td>
</tr>
<tr>
<td>Efforts that facilitate</td>
<td>■ Instruction</td>
</tr>
<tr>
<td>the identification of</td>
<td>■ Group activities</td>
</tr>
<tr>
<td>external barriers and</td>
<td>2. Individual student planning</td>
</tr>
<tr>
<td>development of self-</td>
<td>■ Appraisal</td>
</tr>
<tr>
<td>advocacy skills,</td>
<td>■ Advisement</td>
</tr>
<tr>
<td>strategies and resources</td>
<td>3. Responsive services</td>
</tr>
<tr>
<td>in response to those</td>
<td>■ Counseling (individual/small group)</td>
</tr>
<tr>
<td>barriers.</td>
<td>■ Crisis response</td>
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<td></td>
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</tr>
<tr>
<td><strong>Acting on Behalf of</strong></td>
<td>**Indirect Student Services and Program</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Management**</td>
</tr>
<tr>
<td><strong>Micro-level</strong></td>
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<tr>
<td>Student Advocacy –</td>
<td>Referrals</td>
</tr>
<tr>
<td>Assessing the need for</td>
<td>Consultation</td>
</tr>
<tr>
<td>direct intervention</td>
<td>Collaboration</td>
</tr>
<tr>
<td>within the system on</td>
<td>School data profile</td>
</tr>
<tr>
<td>behalf of the student,</td>
<td>Closing-the-gap and small-group action</td>
</tr>
<tr>
<td>identifying allies and</td>
<td>plans</td>
</tr>
<tr>
<td>carrying out a plan of</td>
<td></td>
</tr>
<tr>
<td>action</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>School/Community</td>
<td>Advisory council</td>
</tr>
<tr>
<td>Collaboration – Actions</td>
<td>Program goals</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Collaboration

**Characteristics of Effective Relationships**

- Open communication providing multiple opportunities for input to decision making
- Opportunities to share ideas on teaching, learning and schoolwide educational initiatives
- Sharing information about needs within the school and the community
- School counselor participation on school leadership teams
- Joint responsibility in the development of goals and metrics indicating success

**Collaborative Components of the ASCA National Model**

- Advisory council
- Use of data
- Needs assessments
- Teaming and partnering
- School/district committees
- School data profile analysis
- Sharing program results
- Teaming and partnering
- School/district committees
- Program goals
- Annual agreement
- Action plans
- Results reports

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Public Schools of North Carolina
Leadership, Advocacy, Collaboration, Systemic Change

In the NC Professional School Counselor Standards, these themes are most evident in

- **Standard 1**: School counselors demonstrate leadership, advocacy, and collaboration;
- **Standard 2**: School counselors promote a respectful environment for a diverse population of students; &
- **Standard 5**: School counselors actively reflect on their practice.
Leadership, Advocacy, Collaboration, Systemic Change

These themes are underlying to all of the NC Professional School Counselor Standards just as the ASCA themes are embedded throughout the National Model.
ASCA National Model and NC School Counselor Standards

Four components of the framework for comprehensive school counseling programs

- Foundation
- Management
- Delivery
- Accountability
The ASCA National Model

Accountability
- Data Analysis
- Program Results
- Evaluation and Improvement

Management
- Assessments
- Tools

Foundation
- Program Focus
- Student Competencies
- Professional Competencies

Delivery
- Direct Student Services
- Indirect Student Services
Foundation

The Foundation component is now organized into three sections

- Program Focus
- Student Competencies
- Professional Competencies
Foundation

- Program Focus
  - Beliefs and vision statement (Philosophy)
  - Mission Statement
  - Program Goals (SMART goals)
- Student Competencies
- Professional Competencies
Vision

- Vision focuses on the *preferred* or *desired future* in terms of student outcomes.
- A vision statement describes a future where the school counseling goals and strategies are successfully achieved.
Mission Statement

- Aligns with the school’s mission statement
- Is written with students as the primary focus
- Indicates long-range desired results for all students equitably.
Effective Program Goals

- Promote achievement, attendance, behavior and/or school safety
- Are based on school data
- Address school-wide data, policies, and practices or closing-the-gap issues
- Address academic, career and/or personal/social development
SMART Goals

- Specific
- Measurable
- Attainable
- Results-Oriented/Relevant
- Time Bound

<table>
<thead>
<tr>
<th>Specific Issue</th>
<th>What is the specific issue based on our school’s data?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable</td>
<td>How will we measure the effectiveness of our interventions?</td>
</tr>
<tr>
<td>Attainable</td>
<td>What outcome would stretch us but is still attainable?</td>
</tr>
<tr>
<td>Results-Oriented</td>
<td>Is the goal reported in results-oriented data (process, perception and outcome)?</td>
</tr>
<tr>
<td>Time Bound</td>
<td>When will our goal be accomplished?</td>
</tr>
</tbody>
</table>

School:

School Counselor(s): ___________________________  Year: ____________

Based on the information above, write a single goal statement sentence
Example: By the end of the year, the number of discipline referrals will decrease by 20 percent.
Foundation

- Program Focus
- Student Competencies
  - ASCA Student Competencies
    [http://www.ascanationalmodel.org/foundation](http://www.ascanationalmodel.org/foundation)
    ASCA Mindsets and Behaviors for Student Success
  - NC Guidance Essential Standards
  - Others
- Professional Competencies
Foundation

- Program Focus
- Student Competencies
- Professional Competencies
  - ASCA School Counselor Competencies
  - ASCA Ethical Standards
  - NC Professional School Counselor Standards
  - Code of Ethics for North Carolina Educators
Management

- Assessments
- Tools
Management

- Assessments

- Tools
  - School Counselor Competencies (page 148)
  - School Counseling Program Assessment (page 59)
  - Use-of-Time Assessment (page 63)

The NC Professional School Counselor Standards are the official state standards for School Counselor Competencies.
Use of Time
(supported by NC G.S. 115C-316.1)

80%

20%
115C-316.1. Duties of school counselors.

(a) School counselors shall implement a comprehensive developmental school counseling program in their schools. Counselors shall spend at least eighty percent (80%) of their work time providing direct services to students. Direct services do not include the coordination of standardized testing. Direct services shall consist of:

(1) Delivering the school guidance curriculum through large group guidance, interdisciplinary curriculum development, group activities, and parent workshops.

(2) Guiding individual student planning through individual or small group assistance and individual or small group advisement.

(3) Providing responsive services through consultation with students, families, and staff; individual and small group counseling; crisis counseling; referrals; and peer facilitation.

(4) Performing other student services listed in the Department of Public Instruction school counselor job description that has been approved by the State Board of Education.

(b) School counseling program support activities do not include the coordination of standardized testing. During the remainder of their time, school counselors may assist other staff with the coordination of standardized testing.
G.S. 115C-316.1 Duties of School Counselors

(a) Direct services shall consist of:

(1) Delivering the school guidance curriculum through large group
guidance, interdisciplinary curriculum development, group
activities, and parent workshops.

(2) Guiding individual student planning through individual or small
group assistance and individual or small group advisement.

(3) Providing responsive services through consultation with
students, families, and staff; individual and small group
counseling; crisis counseling; referrals; and peer facilitation.

(4) Performing other student services listed in the Department of
Public Instruction school counselor job description that has been
approved by the State Board of Education.

Note that there is Not an “or” included in 1-4
(b) School counseling program support activities do not include the coordination of standardized testing. During the remainder of their time, school counselors may assist other staff with the coordination of standardized testing.
So what does the law really say?

- Basically, that school counselors are to spend the majority of their time being school counselors as defined by their State and national standards.
- 80% of the school counselors’ time in the delivery of counselor services to or for students
- 20% of the school counselors’ time in activities to support their programs such as participating in professional development, program planning, analyzing data from which to plan their services, collaborating with other staff, etc.
So what does the law really say?

- **Imbedded in the 20% of time in program management** is also the expectation of fair-share responsibilities which are the routine running of the school responsibilities that all members of the school staff take equal turns doing to ensure the school’s smooth operation.

- **The law specifically states school counseling services and program support (the 80/20)** does NOT include coordination of testing.
The ASCA National Model Framework

Delivery is 80% or more of the activity in the ASCA National Model.
Management

- Assessments
- Tools
  - Annual Agreement
  - Advisory Council
  - Use of Data
  - School Data Profile
  - Program Results Data (Process, Perception, Outcome)
  - Curriculum, Small-group and Closing-the-Gap Action Plans
  - Lesson Plan
  - Calendars
Management

- Tools
  - Annual Agreement
  - Advisory Council
  - Use of Data
  - School Data Profile
  - Program Results Data (Process, Perception, Outcome)

- Curriculum, Small-group and Closing-the-Gap Action Plans
- Lesson Plan
- Calendars

Templates for these can be found on pages 59 – 72 and on the DPI School Counseling Wiki under Resources
### School Data Profile Template

<table>
<thead>
<tr>
<th>School Year</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
<th>#</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Enrollment</td>
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<tr>
<td>Total enrollment</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Gifted (school-based)</td>
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<tr>
<td>ESOL</td>
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<tr>
<td>Special education services</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td></td>
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<td></td>
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<tr>
<td>Black</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
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</tr>
<tr>
<td>White</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students with disabilities</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students identified as disadvantaged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited-English-proficiency students</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year</th>
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<tbody>
<tr>
<td>Graduation Rate</td>
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<tr>
<td>All students</td>
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<tr>
<td>Asian or Pacific Islander</td>
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<td>White</td>
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<td></td>
<td></td>
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<tr>
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<table>
<thead>
<tr>
<th>School Year</th>
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<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>All Students</td>
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<td>Asian or Pacific Islander</td>
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</tr>
<tr>
<td>Limited-English-proficiency students</td>
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</table>
**Example template**

### SMALL-GROUP ACTION PLAN

<table>
<thead>
<tr>
<th>(School Name)</th>
<th>Year: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Name: ___________________________</td>
<td></td>
</tr>
<tr>
<td>Goal: ___________________________________________</td>
<td></td>
</tr>
<tr>
<td>Target Group: ____________________________________</td>
<td></td>
</tr>
<tr>
<td>Data Used to Identify Students: __________________</td>
<td></td>
</tr>
</tbody>
</table>

<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>
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</tbody>
</table>

Public Schools of North Carolina
Delivery

- Direct Services
- Indirect Services
Delivery

- WITH students
  - Direct Student Services
- FOR students
  - Indirect Student Services
Delivery
G.S. 115C-316.1 Duties of School Counselors**

(a) Direct services shall consist of:

(1) Delivering the school guidance curriculum through large group guidance, interdisciplinary curriculum development, group activities, and parent workshops.

(2) Guiding individual student planning through individual or small group assistance and individual or small group advisement.

(3) Providing responsive services through consultation with students, families, and staff; individual and small group counseling; crisis counseling; referrals; and peer facilitation.

(4) Performing other student services listed in the Department of Public Instruction school counselor job description that has been approved by the State Board of Education.

*ASCA Direct  *ASCA Indirect
Delivery

- Direct Services
- Indirect Services
  - School Counseling Core Curriculum
    (NC Guidance Essential Standards, etc.)
  - Individual Student Planning
  - Responsive Services
Delivery

- Direct Services
- Indirect Services
  - Referrals
  - Consultation
  - Collaboration
### 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 |

DATA DRIVEN

Identified Students
### Figure 4.1 Delivery Component

<table>
<thead>
<tr>
<th>Item</th>
<th>Elements and Strategies</th>
<th>Recipient</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct Student Services</strong></td>
<td>School Counseling Core Curriculum</td>
<td>All Students</td>
<td>Interactions with Students In:</td>
</tr>
<tr>
<td></td>
<td>- Instruction</td>
<td></td>
<td>Large Group</td>
</tr>
<tr>
<td></td>
<td>- Group Activities</td>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td>Individual Student Planning</td>
<td></td>
<td>Small Group</td>
</tr>
<tr>
<td></td>
<td>- Appraisal</td>
<td></td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td>- Advisement</td>
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**DATA DRIVEN**
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**DATA DRIVEN**

- Identified Students
Accountability

- Data Analysis
- Program Results
- Evaluation and Improvement
Accountability

- Data Analysis
- School Data Profile Analysis
- Use of Time Analysis

Use the tools provided in Management
Accountability

- Data Analysis
- Program Results
- Evaluation and Improvement Analysis
  - Small-group Results Analysis
  - Closing-the-Gap Results Analysis
Accountability

Types of Program Results Data

- **Process** – What you did for whom/Numbers impacted
- **Perception** – Pre/Post surveys; ASK – Attitude, Skill, Knowledge
- **Outcome** – “So what?” data; What difference did it make on academics, attendance, behavior
Accountability

What do you do with your data?

SHARE IT!

- Web sites
- One-page handouts
- Part of a larger report to administrators and school board members
- Presentation to faculty
- Part of the school or district data materials
Accountability

➢ Data Analysis

➢ Program Results

➢ Evaluation and Improvement

➢ School Counselor Competencies Assessment Analysis

➢ Program Assessment Analysis

➢ School Counselor Performance Appraisal

The NC School Counselor Evaluation Rubric is the official state assessment for School Counselor Competencies.
NC School Counselor Evaluation Rubric

Standard 1: School counselors demonstrate leadership, advocacy, and collaboration. Professional school counselors take an active role in analyzing local, state, and national school counseling programs. School counselors create data-driven goals and strategies that support student learning.

Developing | Proficient | Accomplished | Distinguished | Not Developed
---|---|---|---|---
1. School counselors demonstrate leadership in the school counseling program. School counselors work collaboratively with all school staff to create a positive learning community. School counselors take an active role in analyzing individual student needs and developing school counseling programs. School counselors create data-driven goals and strategies that support student learning.

- Collaborates with school staff to create a positive learning community.
- Identifies data that aligns the school counseling program with the school improvement plan.
- Chooses professional development activities that foster their own professional growth.
- Provides input in the selection of professional development for the school staff.
- Participates in decision making procedures critical to the success of students.

... and

- Analyzes data from multiple sources to determine the impact of the school counseling program on students and the school.
- Creates data-driven goals and strategies that align with the school improvement plan.
- Provides input in the selection of professional development for the school staff.
- Participates in decision making procedures critical to the success of students.

... and

- Routinely reviews and modifies school counseling program with the administrator.
- Shares student and program outcomes data with stakeholders.
- Provides professional development within the school that addresses student needs.

... and

- Leads the development of revisions to the school counseling program.
- Provides professional development at the district, state, or national level.
- Mentors and supports colleagues on issues related to counseling students.
School Counseling Programs Are About

RESULTS.

How are students better off as a result of the school counseling program?
Be able to answer these questions

- What is the purpose of the school counseling program?
- What are the desired outcomes or results?
- What is being done to achieve results?
- What evidence is there that the objectives have been met?
- How is the program making a difference?
- What are inappropriate roles keeping you from doing?

Connect to the School Improvement Plan
Index of Special Topics

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Online training opportunities for members on the ASCA web site at https://www.schoolcounselor.org/ under School Counselors and Members, then Professional Development, Webinars

Also under Professional Development, ASCA National Model to pay to have on-site training
Recognized ASCA Model Program

Drive your school counseling program to the next level. Show your administrators, school board and the community at large that you're committed to delivering a comprehensive, data-driven school counseling program. Apply for the Recognized ASCA Model Program (RAMP) designation from the American School Counselor Association.

Apply for the October 15, 2012 deadline.

Drive your school counseling program to the next level.
DPI Resources

- NCDPI School Counseling Wiki Pages
  http://schoolcounseling.ncdpi.wikispaces.net/

- NCDPI NCEES Student Support Evaluation Information Wiki Page at
  http://ncees.ncdpi.wikispaces.net/Support+Staff

- NCDPI School Counseling Facebook page
  https://www.facebook.com/ncdpi.schoolcounseling

- NCDPI School Counseling Web Pages
  http://www.ncpublicschools.org/studentsupport/counseling/
DPI School Counseling Wiki & Listserv

http://schoolcounseling.ncdpi.wikispaces.net/

Welcome to the Wikispace for NC School Counseling. It is a comprehensive school counseling program. On the site you can find information on best practices, resources for counselors, and professional development opportunities.

RECENT NEWS
- A memo and supporting document regarding G.S. 115C:316 for School Counseling Listserv referenced below. You can also find information on Legislative Requirements for School Counselors.
- Guidelines to Implement G.S. 115C:316.

SCHOOL COUNSELING LISTSERV
- Become a member of the School Counseling E-Group Listserv to receive current information and news of particular interest to school counseling professionals.
- Subscribe via email:
  - Send an email to: join-counseling@lists.dpi.state.nc.us
  - Leave the subject line and the body of the message blank.
  - Once you have successfully subscribed, you will receive an email confirmation.

FACEBOOK

Public Schools of North Carolina
Under Resources on the Wiki space

**ASCA National Model**
Click on this link to access multiple forms and resources related to implementing a comprehensive school counseling program with the ASCA National Model: A Framework for School Counseling Programs.

**ASCA Ethical Standards for School Counselors**

**Archived NCDPI School Counseling E-newsletters**
Click on this link to view E-newsletters that have previously been distributed on the School Counseling Listserv

**Guidance Essential Standards**

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**ASCA Executive Summary 3.0**

ASCA Executive Summary 3.0.pdf

A. ASCA National Model components.docx

Where to Begin to Implement the ASCA National Model: One Year Implementation Plan

NC Framework ASCA Model...Where to S...

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**ASCA Forms**

C. SCP Program Assessment NC.xls

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**Collaborative Decision Making**

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**College Access Challenge Grant (CACG)**

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**Pages Below Under**

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Public Schools of North Carolina
Don’t look back…