

Comprehensive Districtwide Training & ASCA National Model Implementation

Training Video #1

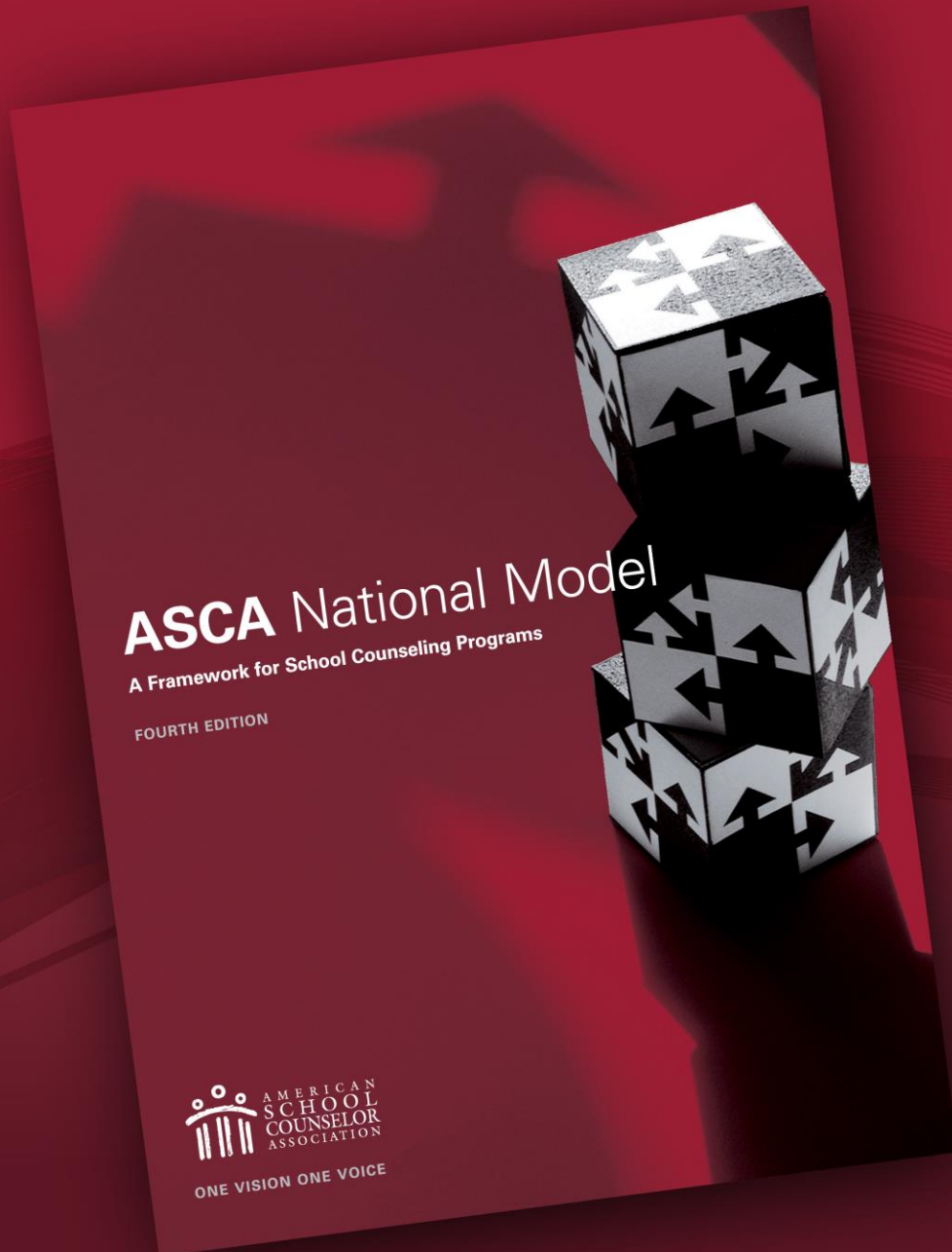
January 2021

ASCA National Model Overview

Annual Student Outcome Goal Statements

Developed for:

DC Public Schools, Charter Schools, Private Schools





An Important Message from ASCA

The professional development materials are to be viewed exclusively by school counselors in DCPS and DC private school and charter school counselors who registered and participated in the training. These materials may not be made available publicly in any way. Rebroadcasting is strictly prohibited.



ASCA National Model

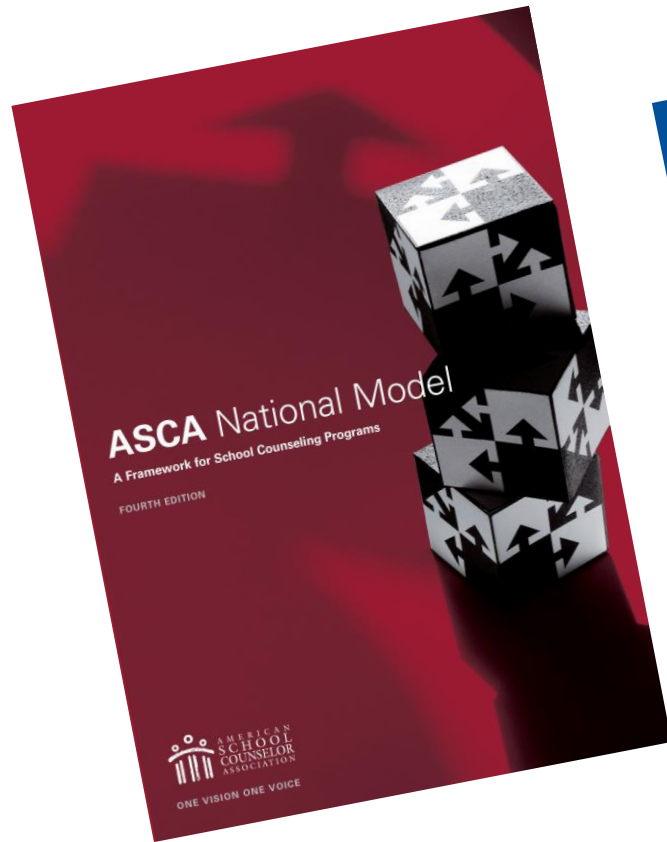
FOURTH EDITION

ASCA Trainers

- Karen Griffith
kggfarm@gmail.com
- Deirdra Hawkes
dhawkes@schoolcounselor.org
- Mark Kuranz
mkuranz@wi.rr.com
- Joni Shook
jonishook@gmail.com
- Nan Worsowicz
nanworsowicz@gmail.com

ASCA National Model

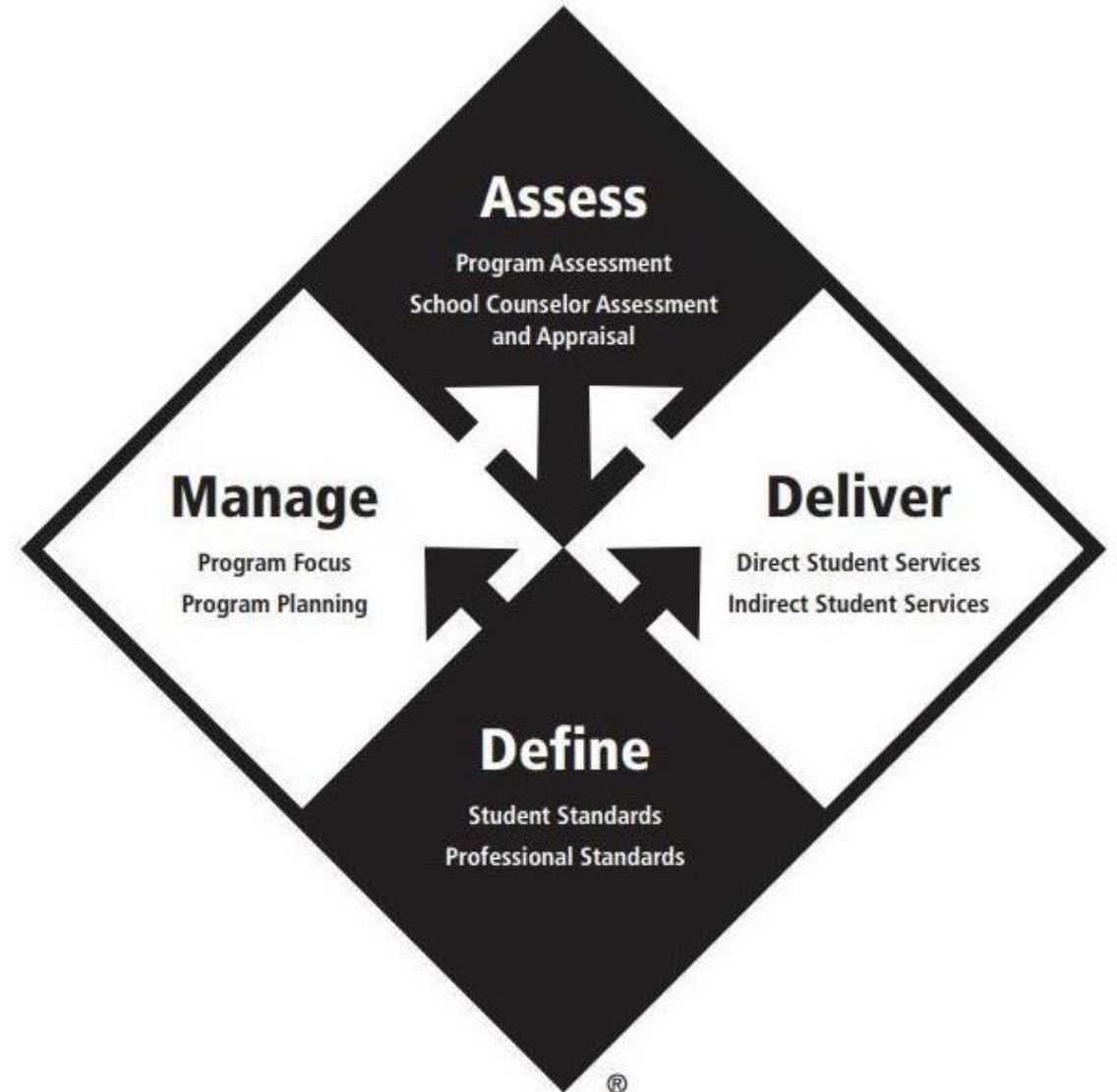
FOURTH EDITION





ASCA National Model

An Overview





ASCA National Model

FOURTH EDITION

Student Standards

Professional 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



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 obligation to the principles

of ethical behavior, integrity, and high standards of practice. School counselors, with their unique qualifications and skills, address pre-K–12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

The purpose of these standards is to:

- Serve as a guide for school counselors, supervisors, and school counseling program directors/supervisors.
- Provide a framework for the development of school counseling programs that align with the district's mission and improvement plans.
- Inform school counselors of their ethical responsibilities and the standards of practice that guide their professional behavior.
- Inform school counselors of the standards of practice that guide their professional behavior.

A. RESPONSIBILITIES

A.1. Support

School counselors are responsible for providing support to students who are struggling academically, socially, or emotionally. School counselors should provide support to students who are struggling academically, socially, or emotionally. School counselors should provide support to students who are struggling academically, socially, or emotionally.



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



Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

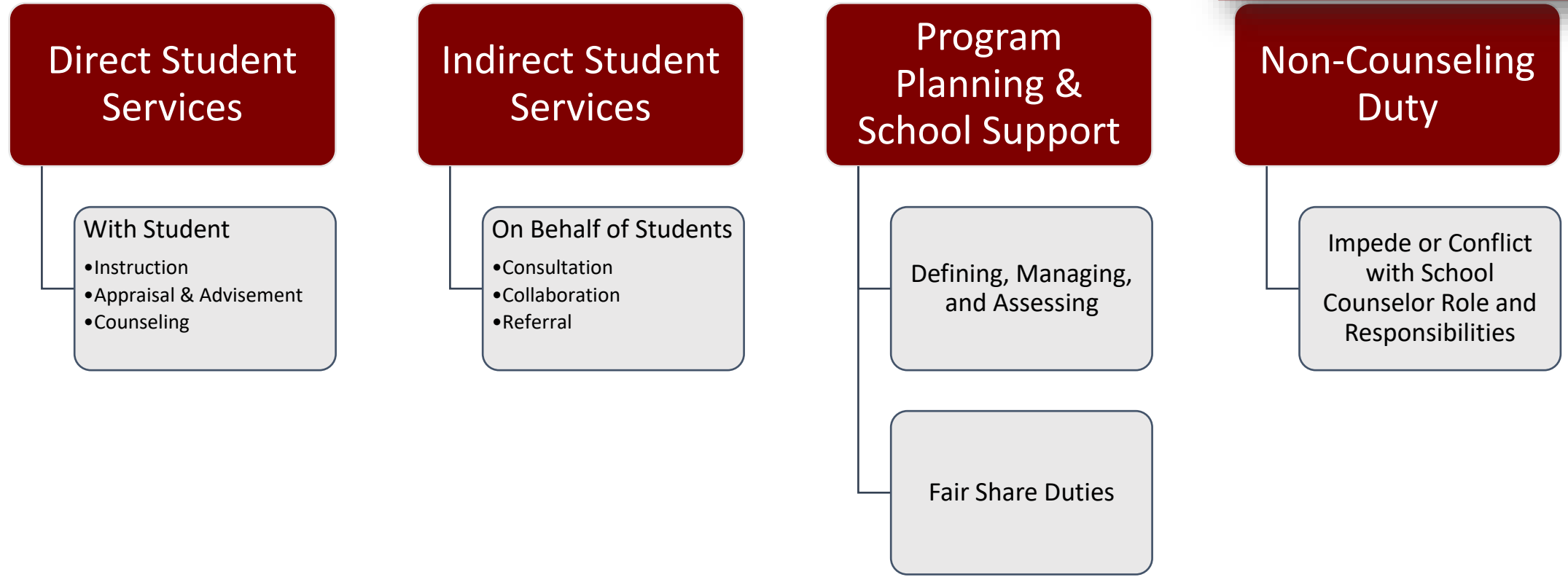
- School Data Summary
- Annual Student Outcome Goals
- Action Plans
- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
- Advisory Council

Manage

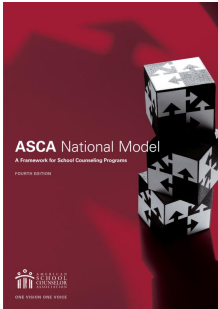
Program Focus
Program Planning



ASCA Definitions



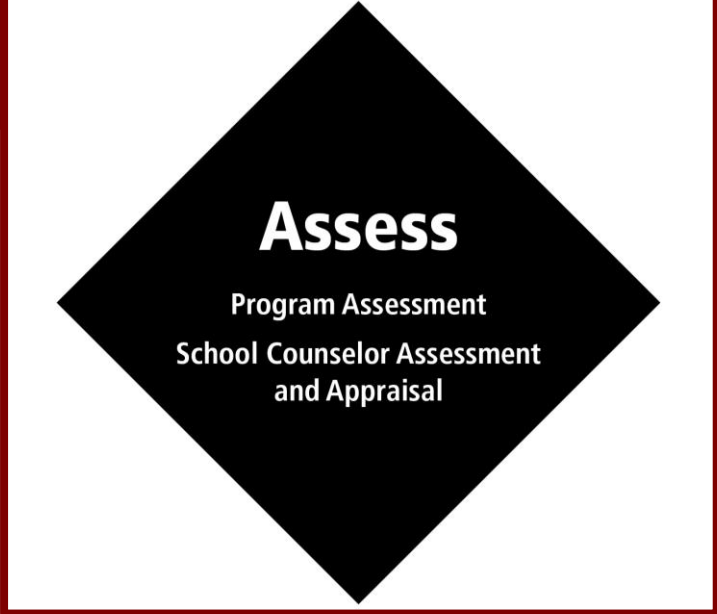
Model Assessments



- School Counseling Program Assessment (ASCA NM, page 85-88)
- Results Reports (ASCA NM, pages 88-94)
- School Counseling Performance Appraisal (ASCA NM, page 94-114)



- Self-Assessment of School Counseling Practices (MDW, pages 21-28)



Assess
Program Assessment
School Counselor Assessment
and Appraisal



Annual Student Outcome Goals

- Always based on student outcome data (achievement, attendance, discipline)
- During Training: base on achievement data
- Use ASCA Template

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 discipline)</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>



Student Outcome Data – Achievement Examples

- Students Failing Required Standardized Tests
- Students “on the bubble” for Standardized Tests
- Failing 1 Core Class
- Failing 2-3 Core Classes
- Failing More than 3 Core Classes
- Students who Fail Algebra 1
- Students below Grade Level in Reading/Math
- Not on Track for Graduation (not earning required credits)
- Credit Recovery pass rate
- GPA
- Percent of Students Earning 3/4/5 in AP classes
- High School Graduation Rate
- PSAT, SAT, ACT Scores
- National Clearinghouse Data



Use the hints for what goes in each blank

Goal Template

By		,	
	<i>End Date</i>		<i>Targeted Group</i>

will	
	<i>(increase/decrease something related to achievement, attendance or discipline)</i>

by		from		to	
	<i>Measure of change</i>		<i>Baseline data</i>		<i>Target data</i>



Use the hints for what goes in each blank

Goal Template

By	Final Date – when the intervention is completed	,	
	<i>End Date</i>		<i>Targeted Group</i>

will	
	<i>(increase/decrease something related to achievement, attendance or discipline)</i>

by		from		to	
	<i>Measure of change</i>		<i>Baseline data</i>		<i>Target data</i>



Use the hints for what goes in each blank

GoalTemplate

By		,	Clearly define the specific group of students with whom you will work. Write so someone else will understand targeted students.
	<i>End Date</i>		<i>Targeted Group</i>

will	
	<i>(increase/decrease something related to achievement, attendance or discipline)</i>

by		from		to	
	<i>Measure of change</i>		<i>Baseline data</i>		<i>Target data</i>



Use the hints for what goes in each blank

GoalTemplate

By	Final Date – when the intervention is completed	,	Clearly define the specific group of students with whom you will work. Write so someone else will understand targeted students.
	<i>End Date</i>		<i>Targeted Group</i>

will	Describe the outcome piece that you hope to change. Be specific. Make sure that anyone reading the goal knows exactly what you plan to accomplish with these students.
	<i>(increase/decrease something related to achievement, attendance or discipline)</i>

by		from		to	
	<i>Measure of change</i>		<i>Baseline data</i>		<i>Target data</i>



Use the hints for what goes in each blank

GoalTemplate

By	Final Date – when the intervention is completed	,	Clearly define the specific group of students with whom you will work. Write so someone else will understand targeted students.
	<i>End Date</i>		<i>Targeted Group</i>

will	Describe the outcome piece that you will be changing. Be specific. Make sure that anyone reading the goal knows exactly what you plan to accomplish with these students.
	<i>(increase/decrease something related to achievement, attendance or discipline)</i>

by	This is just a number and a percent sign. No words!	from		to	
	<i>Measure of change</i>		<i>Baseline data</i>		<i>Target data</i>



Use the hints for what goes in each blank

GoalTemplate

By	Final Date – when the intervention is completed	,	Clearly define the specific group of students with whom you will work. Write so someone else will understand targeted students.
	<i>End Date</i>		<i>Targeted Group</i>

will	Describe the outcome piece that you will be changing. Be specific. Make sure that anyone reading the goal knows exactly what you plan to accomplish with these students.
	<i>(increase/decrease something related to achievement, attendance or discipline)</i>

by	This is just a number and a percent sign. No words!	from	Identify current data about students	to	
	<i>Measure of change</i>		<i>Baseline data</i>		<i>Target data</i>



Use the hints for what goes in each blank

GoalTemplate

By	Final Date – when the intervention is completed	,	Clearly define the specific group of students with whom you will work. Write so someone else will understand targeted students.
	<i>End Date</i>		<i>Targeted Group</i>

will	Describe the outcome piece that you will be changing. Be specific. Make sure that anyone reading the goal knows exactly what you plan to accomplish with these students.
	<i>(increase/decrease something related to achievement, attendance or discipline)</i>

by	This is just a number and a percent sign. No words!	from	Identify current data about students	to	Identify anticipated final data for students
	<i>Measure of change</i>		<i>Baseline data</i>		<i>Target data</i>



**PRACTICE
MAKES
PERMANENT.**

Writing Goals

Data:

List of students in 9th grade at risk of failing Algebra 1 as of first progress report.

By		,			
	<i>End Date</i>		<i>Targeted Group</i>		
will					
	<i>(increase/decrease something related to achievement, attendance or discipline)</i>				
by		from		to	
	<i>Measure of change</i>		<i>Baseline data</i>		<i>Target data</i>

By May 20, 2021, students in 9th grade who earned an F in Algebra at the end of quarter 1 will decrease the number of Fs by 50% from 32 to 16.



Goal Statement Exemplars

1. **Elementary:** By May 2021, 4th grade students who earned an F in math fall semester will decrease the number of Fs by 30% from 40 to 28.
2. **Middle:** By May 2021, 6th grade students failing 2 or 3 core subjects at the end of the first nine weeks will decrease the cumulative number of Fs by 20% from 75 to 60.
3. **High School:** By May 2021, first year 9th grade students with 15 or more absences last year (in 8th grade) will reduce the cumulative number of absences by 25% from 345 to 259.
4. **High Achieving:** By June 2021, the percent of minority honors students earning a C or better will increase by 100% from 39.4% (2019-2020) to 79% (2020-2021).



Generic Goal Statements

Achievement: By May 2021, students in grade ____ who earned an F in ____ fall semester will decrease the number of Fs by $X\%$ from ____ to ____.

- Identify the students in the grade level who earned an F in the content area.
- The number of students is the same as the number Fs and serves as the baseline data.
- Subtract $X\%$ from baseline to get target.

Attendance: By May 2021, students in grade ____ who missed 5+ days of school during Quarter 1 will decrease the cumulative number of absences by $X\%$ from ____ to ____.

- Identify the students within the grade level that meet the criteria (5 or more absences Q1).
- Sum the number of absences for the entire group to get the baseline data.
(Example: 5 students with 5 absences + 3 students with 6 absences is $25 + 18 = 43$.)
- Subtract $X\%$ from baseline to get target.



What to Expect of Training

- Videos prior to training
- Opportunity to submit questions
- Working in the New ASCA 4th Edition Portal
- Homework Tasks



HOMESCHOOLWORK

Please use the practice page template to write a goal for your school based on current data.

We will discuss and revise the goal statements during the January 29 session.

Do not stress about this! We are learning.



Annual Student Outcome Goal Template Practice Page

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

By ,
End Date Targeted Group

will
(increase/decrease something related to achievement, attendance or discipline)

by from to
Measure of change Baseline data Target data

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

By ,
End Date Targeted Group

will
(increase/decrease something related to achievement, attendance or discipline)

by from to
Measure of change Baseline data Target data



ASCA National Model

FOURTH EDITION

Thank
You!

Your ASCA trainers are looking forward to this journey of ASCA National Model Implementation. See you soon.

Mark, Karen, Joni, Nan