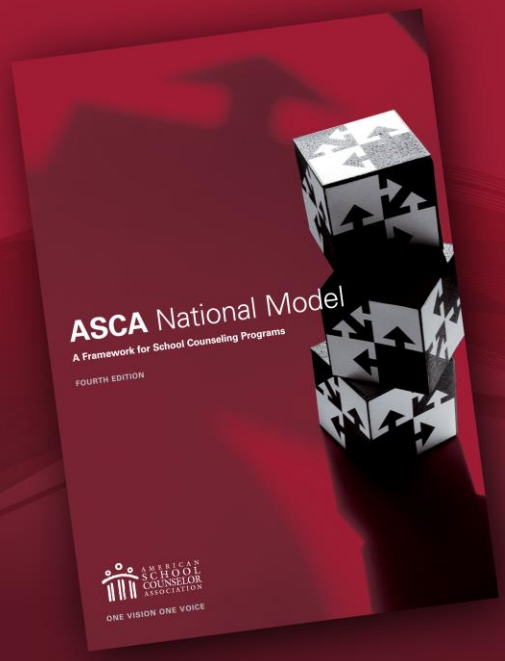

2022 ASCA Webinar:

Operationalize ASCA Student Standards

4th Edition

Karen Griffith
kggfarm@gmail.com

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ASCA National Model
FOURTH EDITION

An Important Message from ASCA

The professional development presentation was developed exclusively for school counselors participating in the titled webinar and may not be made available public in any way. Rebroadcasting is strictly prohibited.

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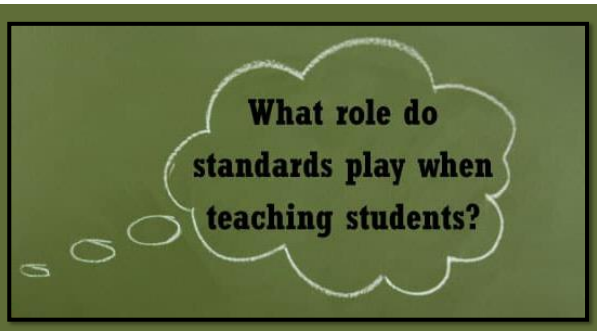
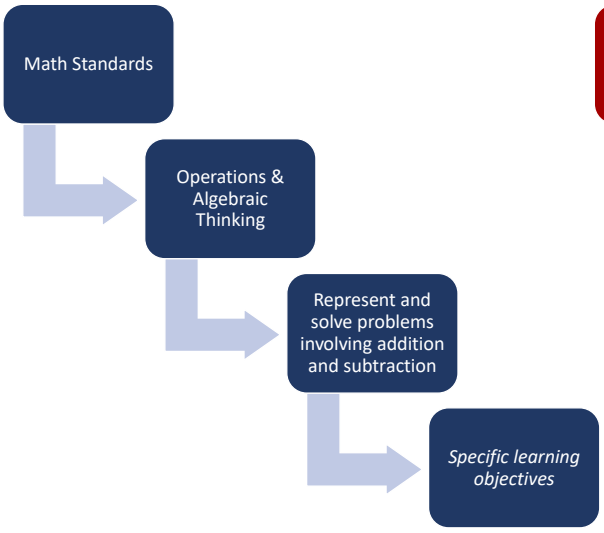


Student standards:

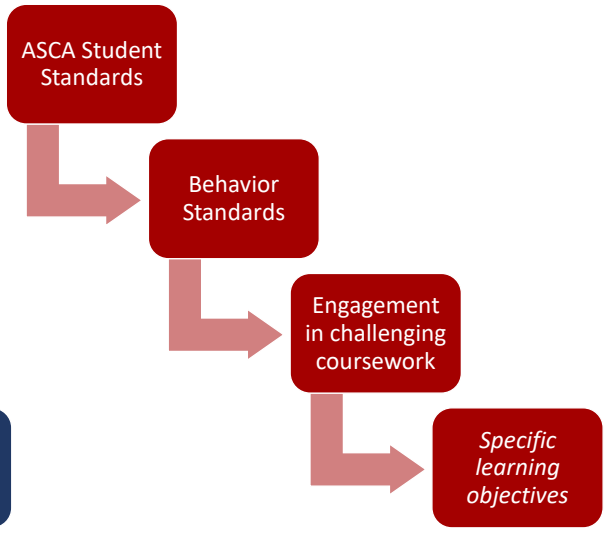
- Establish expected student outcomes
- Define by changes in student AKS
- Focus delivery of instruction
- Determine schema for measuring students' acquisition of AKS

3

Common Core Standards for Mathematical Practice



ASCA Standards: Mindsets & Behaviors for Student Success



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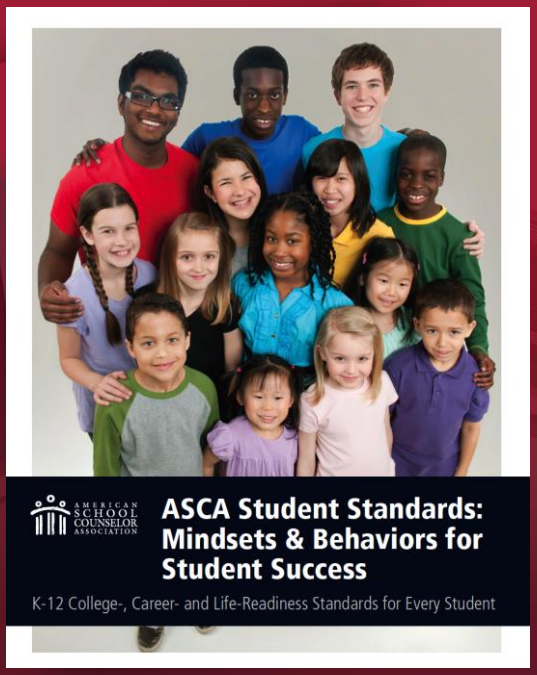

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

ASCA Student Standards: Mindsets & Behaviors for Student Success
K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

M 1.	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2.	Sense of acceptance, respect, support and inclusion for self and others in the school environment
M 3.	Positive attitude toward work and learning
M 4.	Self-confidence in ability to succeed
M 5.	Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6.	Understanding that postsecondary education and life-long learning are necessary for long-term success

Category 2: Behavior Standards
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies		Self-Management Skills		Social Skills	
B-LS 1.	Critical-thinking skills to make informed decisions	B-SMS 1.	Responsibility for self and actions	B-SS 1.	Effective oral and written communication skills and listening skills
B-LS 2.	Creative approach to learning, tasks and problem solving	B-SMS 2.	Self-discipline and self-control	B-SS 2.	Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3.	Time-management, organizational and study skills	B-SMS 3.	Independent work	B-SS 3.	Positive relationships with adults to support success
B-LS 4.	Self-motivation and self- direction for learning	B-SMS 4.	Delayed gratification for long-term rewards	B-SS 4.	Empathy
B-LS 5.	Media and technology skills to enhance learning	B-SMS 5.	Perseverance to achieve long- and short-term goals	B-SS 5.	Ethical decision-making and social responsibility
B-LS 6.	High-quality standards for tasks and activities	B-SMS 6.	Ability to identify and overcome barriers	B-SS 6.	Effective collaboration and cooperation skills
B-LS 7.	Long- and short-term academic, career andsocial/emotional goals	B-SMS 7.	Effective coping skills	B-SS 7.	Leadership and teamwork skills to work effectively in diverse groups
B-LS 8.	Engagement in challenging coursework	B-SMS 8.	Balance of school, home and community activities	B-SS 8.	Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9.	Personal safety skills	B-SS 9.	Social maturity and behaviors appropriate to the situation and environment
B-LS 10.	Participation in enrichment and extracurricular activities	B-SMS 10.	Ability to manage transitions and adapt to change	B-SS 10.	Cultural awareness, sensitivity and responsiveness

5

- Guide planning, implementation, and assessment
- Enable authentication of what belongs in the SC program
- Reinforce SC's roles & responsibilities
- Identify goals specifically relevant to SC's training/skills/credentials
- Instructional content is streamlined
- Ensure continuity of content across settings

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ASCA Student Standards

- Based on review of research
- Broad standards identifying AKS for students
- Enable assessment of student growth & development
- Enable creation of culturally sustaining strategies & activities
- Facilitate building evidence-based school counseling program

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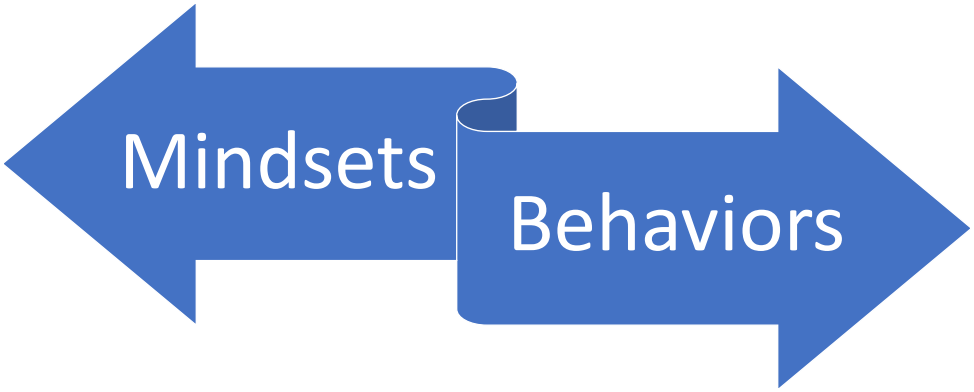
ASCA Student Standards



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ASCA Student Standards
Mindsets

- Psychosocial attitudes or beliefs of students
- Recognized by behaviors
- Inferred based on observations
- *Vulnerable to bias, assumptions, misunderstandings*
- Therefore, no correlating learning objectives

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ASCA Student Standards IG
Behavior Standards

pages 33 - 112

- Behaviors commonly associated with being a successful student
- Visible signs of student engagement and motivation
- **Learning Strategies:** Processes and tactics students employ to think, remember, learn
- **Self-Management Skills:** Skills to maintain focus, manage distractions, complete tasks and monitor own learning
- **Social Skills:** Behaviors that improve social interactions among/between peers and adults

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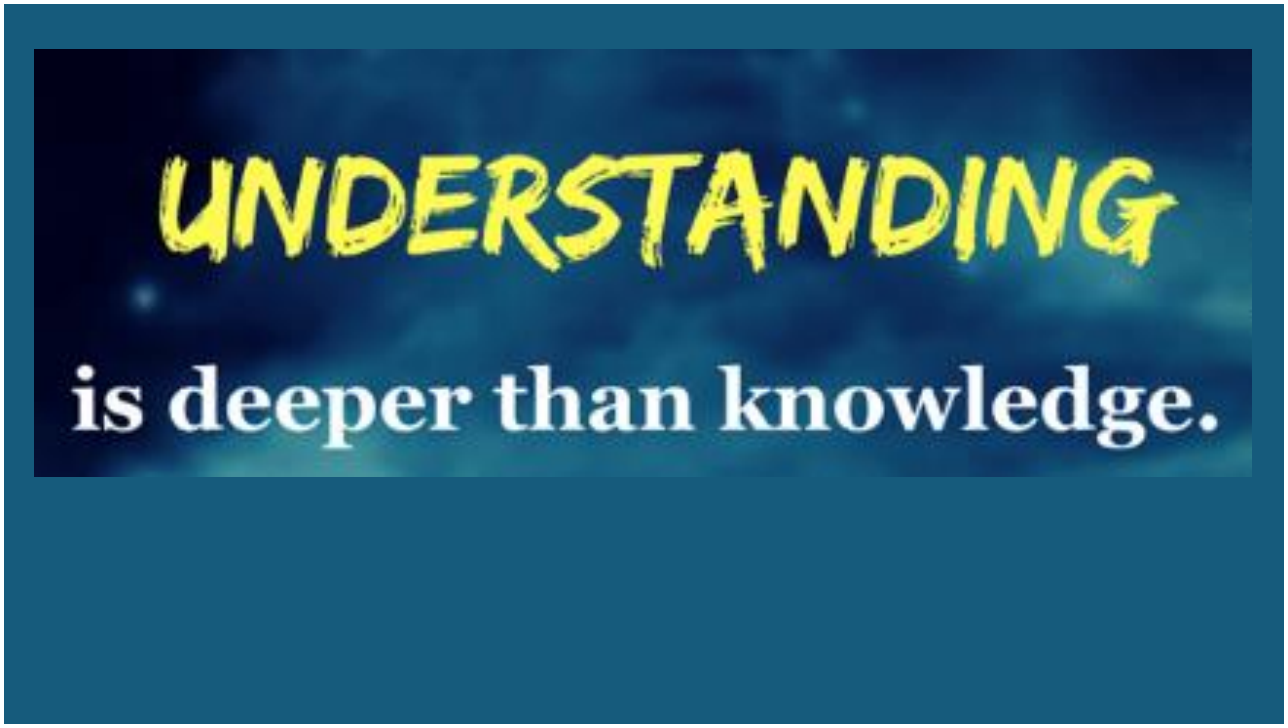
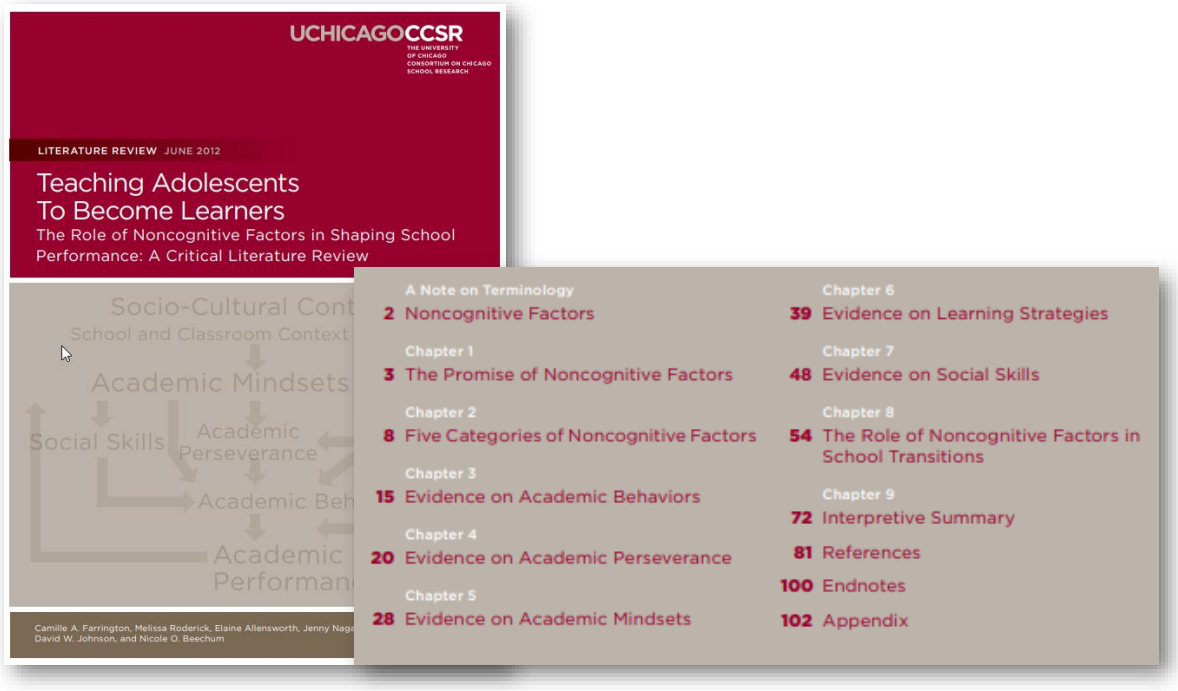

UNDERSTANDING
is deeper than knowledge.

11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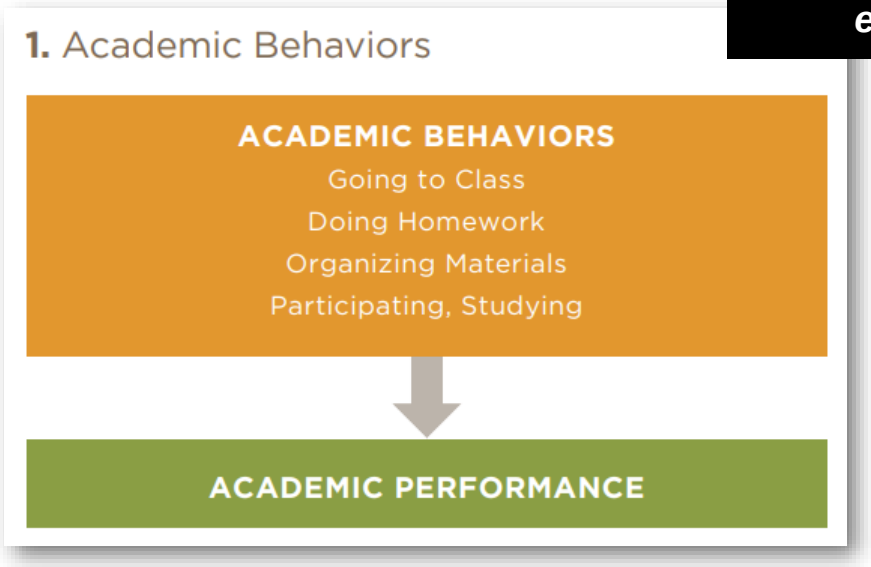
THE UNIVERSITY OF CHICAGO CONSORTIUM ON CHICAGO SCHOOL RESEARCH
LITERATURE REVIEW JUNE 2012
Teaching Adolescents To Become Learners
The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review
Socio-Cultural Cont
School and Classroom Context
Academic Mindsets
Social Skills
Academic Perseverance
Academic Beh
Academic Performan
Camille A. Farrington, Melissa Roderick, Elaine Allensworth, Jenny Nag
David W. Johnson, and Nicole O. Beechum
A Note on Terminology 2
Noncognitive Factors
Chapter 1
3 The Promise of Noncognitive Factors
Chapter 2
8 Five Categories of Noncognitive Factors
Chapter 3
15 Evidence on Academic Behaviors
Chapter 4
20 Evidence on Academic Perseverance
Chapter 5
28 Evidence on Academic Mindsets
Chapter 6
39 Evidence on Learning Strategies
Chapter 7
48 Evidence on Social Skills
Chapter 8
54 The Role of Noncognitive Factors in School Transitions
Chapter 9
72 Interpretive Summary
81 References
100 Endnotes
102 Appendix

12

Visible signs student is engaged and putting for effort to learn



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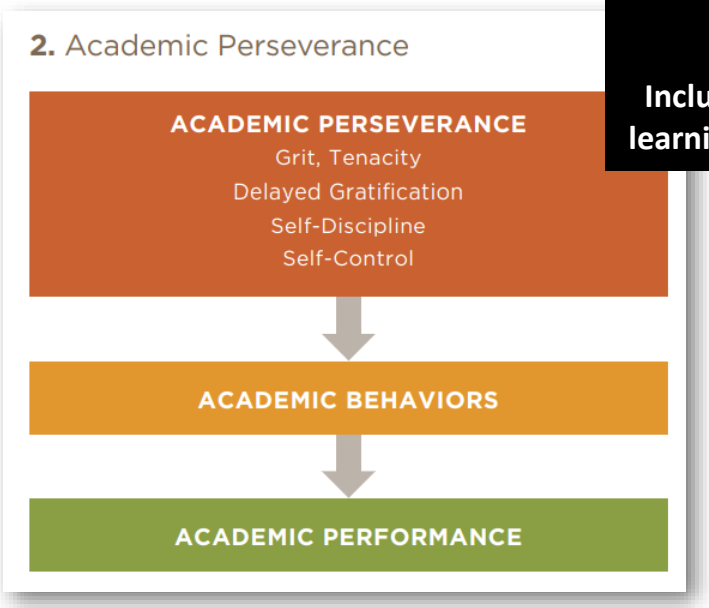
Tendency to complete tasks on time

Doing one's best despite distractions/temptations

Includes metacognition, self-regulated learning, time management, goal setting



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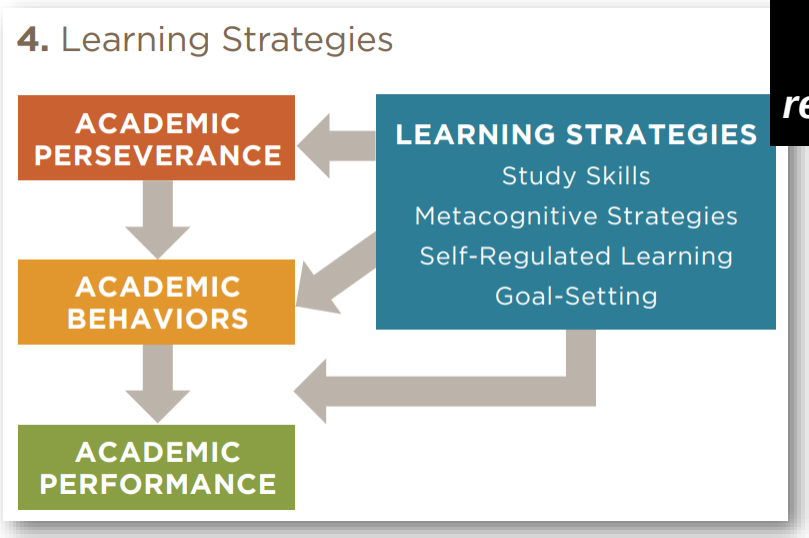
Attitudes/beliefs one has about self regarding academic work

15

Processes/tactics used

Aid in thinking, remembering, learning



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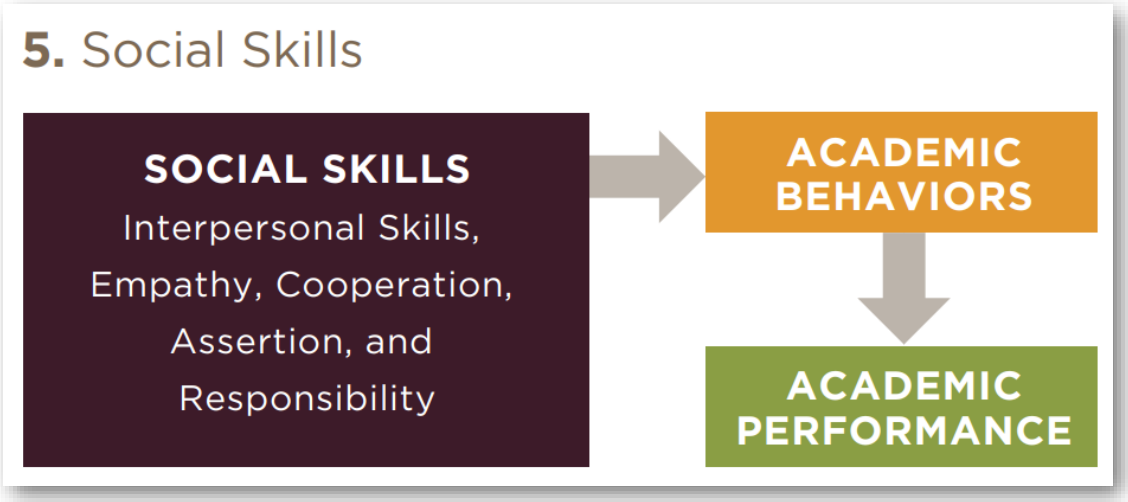
Interpersonal qualities
Acceptable behaviors
Improve social interactions



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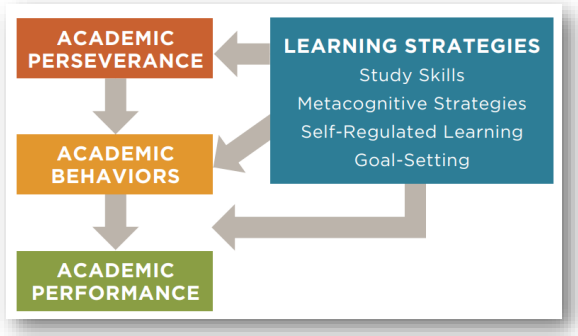

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ASCA **Mindset** Standards

- Make up the student's belief system as exhibited in behaviors
- Belief about own intelligence better predictor of performance than measured ability
- When confident, more likely to engage
- Belief in own effort to positively impact outcomes enhances motivation and persistence
- Interventions have lasting effects
- Impact student performance, attainment, gaps

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ASCA Behaviors: **Learning Strategies**

Includes:

- Metacognition
- Self-regulated learning
- Time management
- Goal setting

Remember, learning strategies:

- Can be taught
- Increase students' self-efficacy
- Connect to student motivation and tenacity

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Resistance skills

ASCA Behaviors: **Self-Management Skills**

Observed student behaviors lead to inferences about students' attitudes, motivations, work effort

Perseverance:
- Initial drive
- Maintenance of effort
- Essential to goal achievement
- Delayed gratification
- Resistance skills

Self-Control
- Making repeated immediate choices between options
- Decision making skills

Self-Management
- Problem solving
- Decision making
- Stress management
- Time management
- Memory skills
- Healthy habits
- Knowing when to ask for help
- Assuming active role in learning

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ASCA Behaviors: **Social Skills**

- Social skills connected to academic performance
- School and class environment has significant impact on students' social behaviors
  - High expectations
  - Caring teacher/student relationships
  - Engaging instructional practice
  - Safe and orderly environment
- Social skills have been described as "academic enablers"
- Social skills interventions are effective

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ASCA Student Standards Drive the Work

☆Planning:

- Annual Student Outcome Goal Plans
- Closing-the-Gap Action Plan
- Classroom and Group M&B Action Plan
- Lesson Plan Development
- Annual Calendar

☆Delivery of Content

☆Data Collection & Analysis

- Mindsets & Behaviors Data Collection & Analysis
- Student Outcome Data Collection & Analysis

ASCA Student Standards Work = Evidence Based Work

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ASCA Student Standards: Mindsets and Behaviors for Student Success

Review the standards

Read the research

Determine your priorities

Identify what you are currently doing to address those priorities

- Annual Calendar
- Classroom and Group M&B Action Plan
- Annual Student Outcome Goal Plan
- Closing-the-Gap Action Plan
- Lesson Plans

Consider what more you need to do

Assess your activities/interventions *(M&B Data)*

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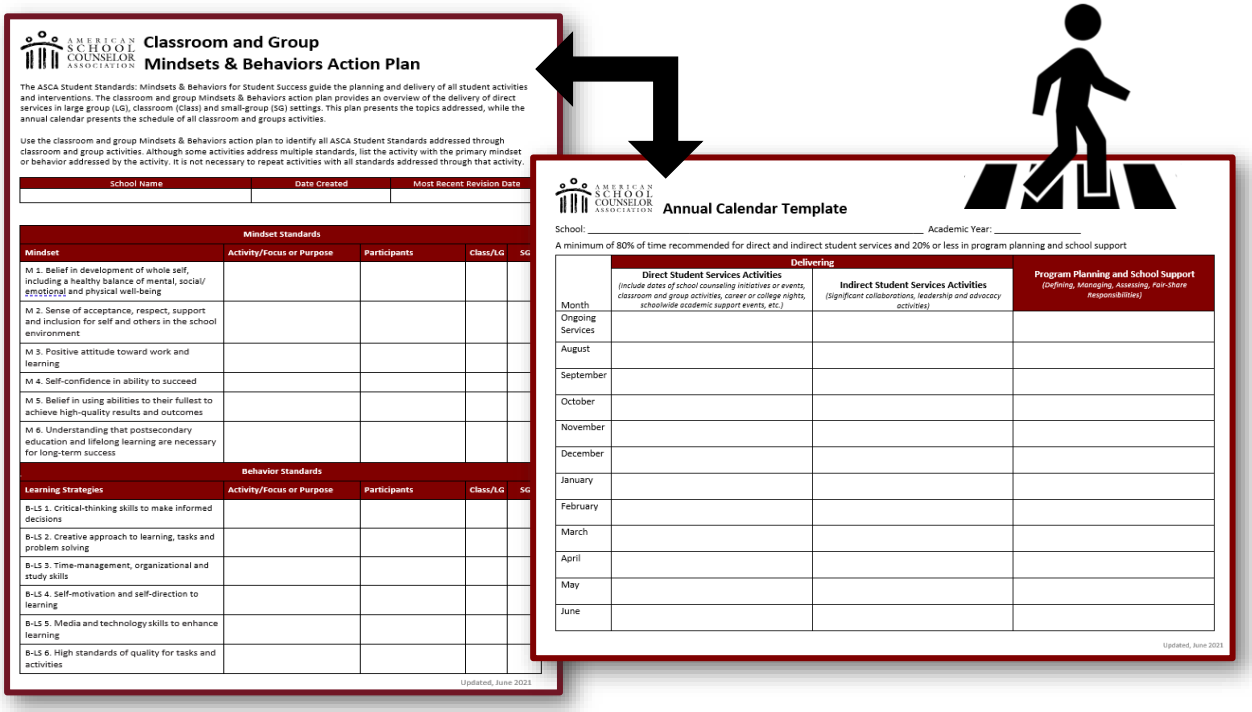

Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides an overview of the delivery of direct services in large group (LG), classroom (Class) and small-group (SG) settings. This plan presents the topics addressed, while the annual calendar presents the schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Student Standards addressed through classroom and group activities. Although some activities address multiple standards, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all standards addressed through that activity.

School Name	Date Created	Most Recent Revision Date

Mindset Standards				
Mindset	**Activity/Focus or Purpose**	**Participants**	**Class/LG**	**SG**
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment				
M 3. Positive attitude toward work and learning				
M 4. Self-confidence in ability to succeed				
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				
M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success				
Behavior Standards				
Learning Strategies	**Activity/Focus or Purpose**	**Participants**	**Class/LG**	**SG**
B-LS 1. Critical-thinking skills to make informed decisions				
B-LS 2. Creative approach to learning, tasks and problem solving				
B-LS 3. Time-management, organizational and study skills				
B-LS 4. Self-motivation and self-direction to learning				
B-LS 5. Media and technology skills to enhance learning				
B-LS 6. High standards of quality for tasks and activities				

Updated, June 2021

Annual Calendar Template

School: _____ Academic Year: _____

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

	Delivering		
Month	**Direct Student Services Activities** *(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)*	**Indirect Student Services Activities** *(Significant collaborations, leadership and advocacy activities)*	**Program Planning and School Support** *(Defining, Managing, Assessing, Fair-Share Responsibilities)*
Ongoing Services			
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			
June			

Updated, June 2021

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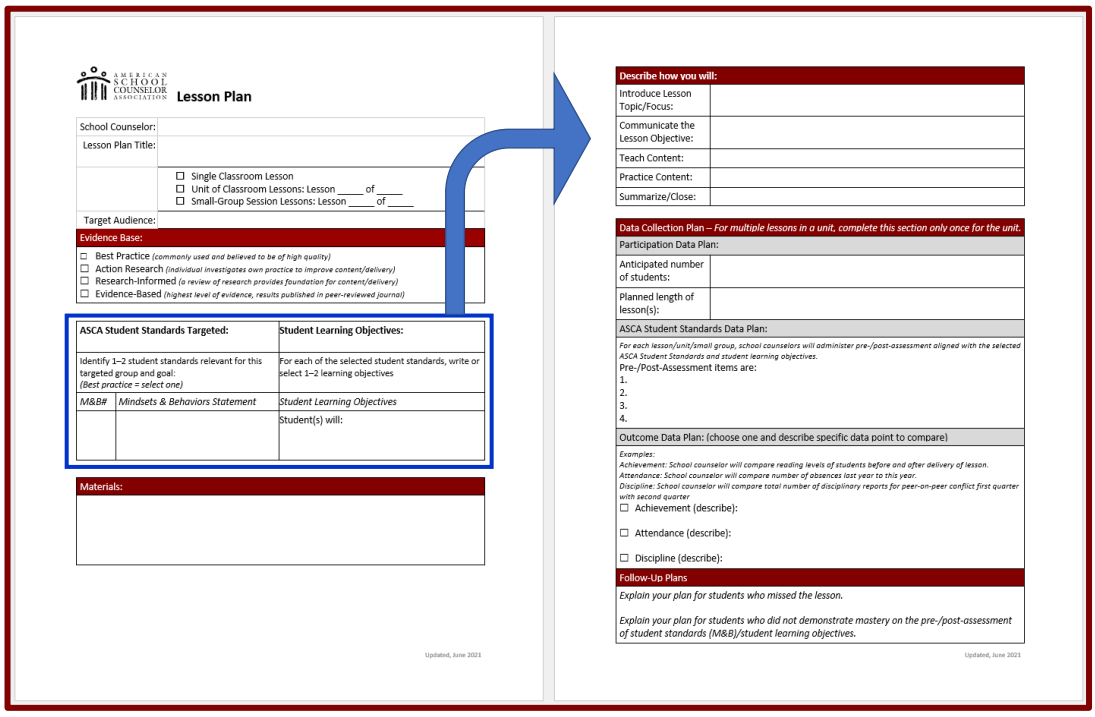

Lesson Plan

School Counselor:	
Lesson Plan Title:	
	☐ Single Classroom Lesson ☐ Unit of Classroom Lessons: Lesson _____ of _____ ☐ Small-Group Session Lessons: Lesson _____ of _____
Target Audience:	

Evidence Base:

- ☐ Best Practice *(commonly used and believed to be of high quality)*
- ☐ Action Research *(individual investigates own practice to improve content/delivery)*
- ☐ Research-Informed *(a review of research provides foundation for content/delivery)*
- ☐ Evidence-Based *(highest level of evidence, results published in peer-reviewed journal)*

ASCA Student Standards Targeted:		**Student Learning Objectives:**
Identify 1–2 student standards relevant for this targeted group and goal: *(Best practice = select one)*		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	*Mindsets & Behaviors Statement*	*Student Learning Objectives*
		Student(s) will:

Materials:

Updated, June 2021

Describe how you will:	
Introduce Lesson Topic/Focus:	
Communicate the Lesson Objective:	
Teach Content:	
Practice Content:	
Summarize/Close:	

Data Collection Plan – *For multiple lessons in a unit, complete this section only once for the unit.*

Participation Data Plan:

Anticipated number of students:	
Planned length of lesson(s):	

ASCA Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.

Pre-/Post-Assessment items are:

1.
2.
3.
4.

Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:
Achievement: School counselor will compare reading levels of students before and after delivery of lesson.
Attendance: School counselor will compare number of absences last year to this year.
Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter

- ☐ Achievement (describe):
- ☐ Attendance (describe):
- ☐ Discipline (describe):

Follow-Up Plans

Explain your plan for students who missed the lesson.

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.

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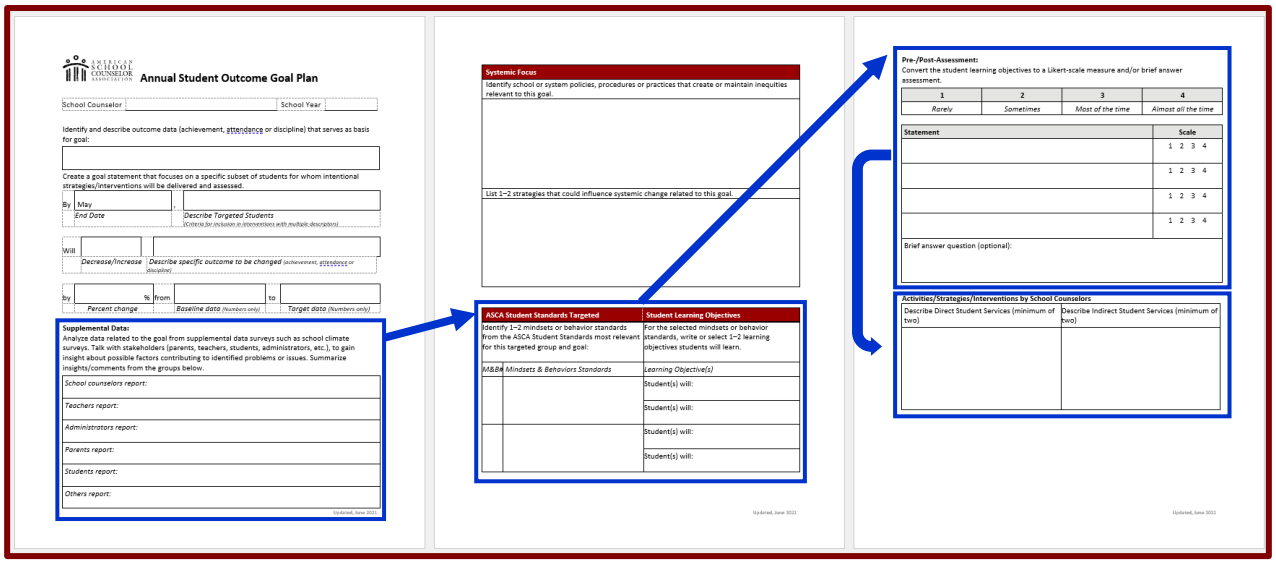

AMERICAN SCHOOL COUNSELOR ASSOCIATION

Annual Student Outcome Goal Plan

School Counselor | School Year

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

Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed.

By May ,
End Date | *Describe Targeted Students* *(Criteria for inclusion in interventions with multiple descriptors)*

Will
Decrease/Increase | *Describe specific outcome to be changed* *(achievement, attendance or discipline)*

by % from to
Percent change | *Baseline data* *(Numbers only)* | *Target data* *(Numbers only)*

Supplemental Data:
Analyze data related to the goal from supplemental data surveys such as school climate surveys. Talk with stakeholders (parents, teachers, students, administrators, etc.), to gain insight about possible factors contributing to identified problems or issues. Summarize insights/comments from the groups below.

School counselors report:
Teachers report:
Administrators report:
Parents report:
Students report:
Others report:

Updated, June 2021

Systemic Focus
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.

List 1–2 strategies that could influence systemic change related to this goal.

ASCA Student Standards Targeted	Student Learning Objectives
Identify 1–2 mindsets or behavior standards from the ASCA Student Standards most relevant for this targeted group and goal:	For the selected mindsets or behavior standards, write or select 1–2 learning objectives students will learn.
M&B# *Mindsets & Behaviors Standards*	*Learning Objective(s)*
	Student(s) will:
	Student(s) will:
	Student(s) will:
	Student(s) will:

Updated, June 2021

Pre-/Post-Assessment:
Convert the student learning objectives to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
Rarely	*Sometimes*	*Most of the time*	*Almost all the time*

Statement	Scale
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4

Brief answer question (optional):

Activities/Strategies/Interventions by School Counselors

Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)

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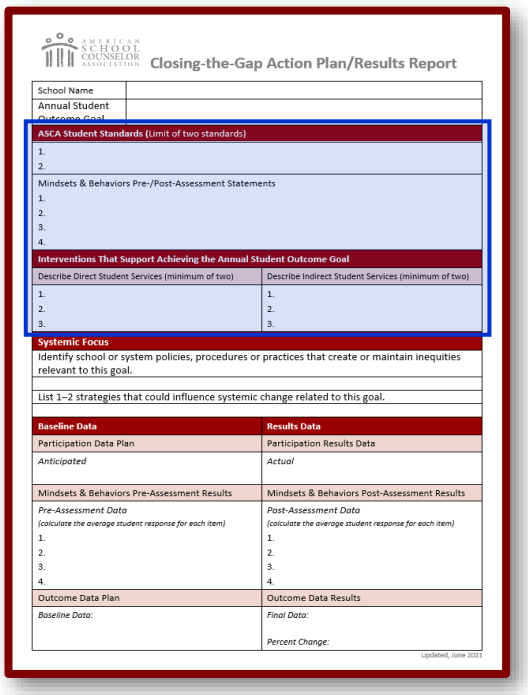


AMERICAN SCHOOL COUNSELOR ASSOCIATION

Closing-the-Gap Action Plan/Results Report

School Name	
Annual Student Outcome Goal	

ASCA Student Standards (Limit of two standards)
1.
2.

Mindsets & Behaviors Pre-/Post-Assessment Statements
1.
2.
3.
4.

Interventions That Support Achieving the Annual Student Outcome Goal

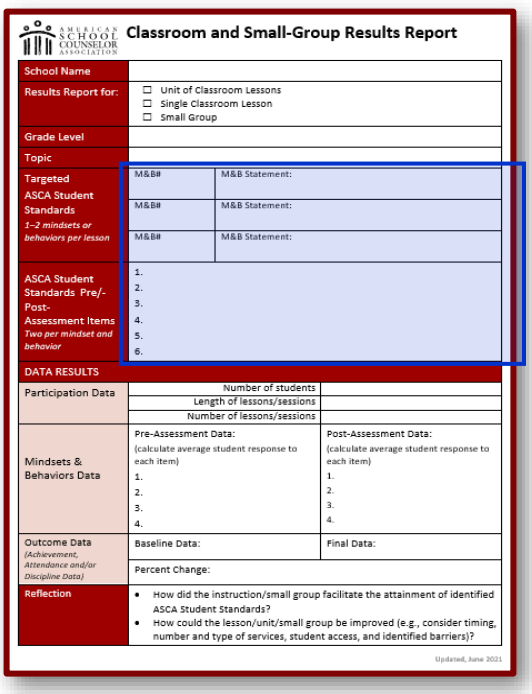
Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)
1.	1.
2.	2.
3.	3.

Systemic Focus
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.

List 1–2 strategies that could influence systemic change related to this goal.

Baseline Data	Results Data
Participation Data Plan	Participation Results Data
Anticipated	*Actual*
Mindsets & Behaviors Pre-Assessment Results	Mindsets & Behaviors Post-Assessment Results
Pre-Assessment Data *(calculate the average student response for each item)* 1. 2. 3. 4.	*Post-Assessment Data* *(calculate the average student response for each item)* 1. 2. 3. 4.
Outcome Data Plan	Outcome Data Results
Baseline Data:	*Final Data:* *Percent Change:*

Updated, June 2021



AMERICAN SCHOOL COUNSELOR ASSOCIATION

Classroom and Small-Group Results Report

School Name		
Results Report for:	☐ Unit of Classroom Lessons ☐ Single Classroom Lesson ☐ Small Group	
Grade Level		
Topic		
Targeted ASCA Student Standards *1–2 mindsets or behaviors per lesson*	M&B#	M&B Statement:
	M&B#	M&B Statement:
	M&B#	M&B Statement:
ASCA Student Standards Pre/-Post-Assessment Items *Two per mindset and behavior*	1. 2. 3. 4. 5. 6.	

DATA RESULTS

Participation Data	Number of students	
	Length of lessons/sessions	
	Number of lessons/sessions	
Mindsets & Behaviors Data	Pre-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4.	Post-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4.
Outcome Data *(Achievement, Attendance and/or Discipline Data)*	Baseline Data:	Final Data:
	Percent Change:	
Reflection	• How did the instruction/small group facilitate the attainment of identified ASCA Student Standards? • How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)?	

Updated, June 2021

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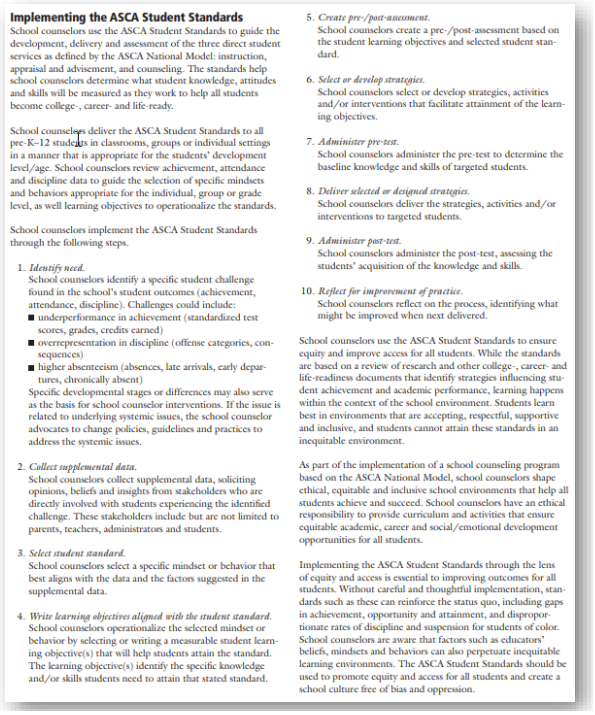
Operationalize the ASCA Student Standards

1. Identify need.
2. Collect supplemental data.
3. Select student standard.
4. Write learning objectives aligned with student standard.
5. Create pre/post assessment.
6. Select or develop strategies.
7. Administer pre-test.
8. Deliver selected or designed strategies.
9. Administer post-test.
10. Reflect for improvement of practice.



Implementing the ASCA Student Standards

School counselors use the ASCA Student Standards to guide the development, delivery and assessment of the three direct student services as defined by the ASCA National Model: instruction, appraisal and advisement, and counseling. The standards help school counselors determine what student knowledge, attitudes and skills will be measured as they work to help all students become college-, career- and life-ready.

School counselors deliver the ASCA Student Standards to all pre-K–12 students in classrooms, groups or individual settings in a manner that is appropriate for the students' development level/age. School counselors review achievement, attendance and discipline data to guide the selection of specific mindsets and behaviors appropriate for the individual, group or grade level, as well learning objectives to operationalize the standards.

School counselors implement the ASCA Student Standards through the following steps.

1. *Identify need.*
School counselors identify a specific student challenge found in the school's student outcomes (achievement, attendance, discipline). Challenges could include:
   - underperformance in achievement (standardized test scores, grades, credits earned)
   - overrepresentation in discipline (offense categories, consequences)
   - higher absenteeism (absences, late arrivals, early departures, chronically absent)

   Specific developmental stages or differences may also serve as the basis for school counselor interventions. If the issue is related to underlying systemic issues, the school counselor advocates to change policies, guidelines and practices to address the systemic issues.

2. *Collect supplemental data.*
School counselors collect supplemental data, soliciting opinions, beliefs and insights from stakeholders who are directly involved with students experiencing the identified challenge. These stakeholders include but are not limited to parents, teachers, administrators and students.

3. *Select student standard.*
School counselors select a specific mindset or behavior that best aligns with the data and the factors suggested in the supplemental data.

4. *Write learning objectives aligned with the student standard.*
School counselors operationalize the selected mindset or behavior by selecting or writing a measurable student learning objective(s) that will help students attain the standard. The learning objective(s) identify the specific knowledge and/or skills students need to attain that stated standard.

5. *Create pre-/post-assessment.*
School counselors create a pre-/post-assessment based on the student learning objectives and selected student standard.

6. *Select or develop strategies.*
School counselors select or develop strategies, activities and/or interventions that facilitate attainment of the learning objectives.

7. *Administer pre-test.*
School counselors administer the pre-test to determine the baseline knowledge and skills of targeted students.

8. *Deliver selected or designed strategies.*
School counselors deliver the strategies, activities and/or interventions to targeted students.

9. *Administer post-test.*
School counselors administer the post-test, assessing the students' acquisition of the knowledge and skills.

10. *Reflect for improvement of practice.*
School counselors reflect on the process, identifying what might be improved when next delivered.

School counselors use the ASCA Student Standards to ensure equity and improve access for all students. While the standards are based on a review of research and other college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance, learning happens within the context of the school environment. Students learn best in environments that are accepting, respectful, supportive and inclusive, and students cannot attain these standards in an inequitable environment.

As part of the implementation of a school counseling program based on the ASCA National Model, school counselors shape ethical, equitable and inclusive school environments that help all students achieve and succeed. School counselors have an ethical responsibility to provide curriculum and activities that ensure equitable academic, career and social/emotional development opportunities for all students.

Implementing the ASCA Student Standards through the lens of equity and access is essential to improving outcomes for all students. Without careful and thoughtful implementation, standards such as these can reinforce the status quo, including gaps in achievement, opportunity and attainment, and disproportionate rates of discipline and suspension for students of color. School counselors are aware that factors such as educators' beliefs, mindsets and behaviors can also perpetuate inequitable learning environments. The ASCA Student Standards should be used to promote equity and access for all students and create a school culture free of bias and oppression.

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Operationalize the ASCA Student Standards

- Define specific knowledge and skills
- Deliver instruction, appraisal/advisement, counseling activities grounded in defined knowledge and skills
- Assess students' acquisition of stated knowledge and skills
- Connect added knowledge and skills to student outcomes

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ASCA National Model
FOURTH EDITION

Selecting a Student Standard

Developmental Needs

Based on Need:
- Reflect on professional knowledge
- Look at the data

Based on Students:
- Unique constellation
- Incorporate what you know
- Gather information from others

Grade Level Needs

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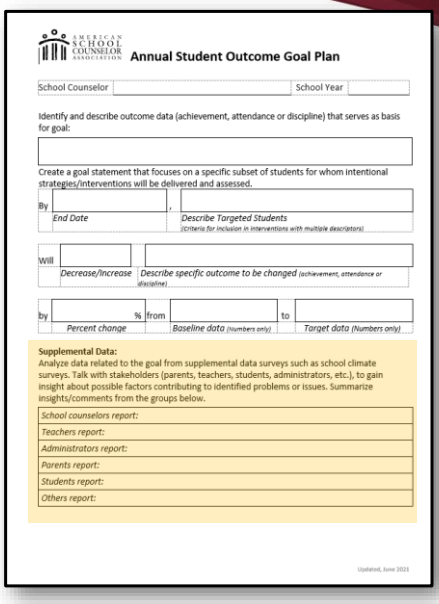
ASCA National Model
FOURTH EDITION

Supplemental Data

- Essential to meeting exact needs
- Seek information from relevant educational partners



AMERICAN SCHOOL COUNSELOR ASSOCIATION

Annual Student Outcome Goal Plan

School Counselor | School Year

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

Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed.

By [End Date], [Describe Targeted Students (criteria for inclusion in interventions with multiple descriptors)]

Will [Decrease/Increase] [Describe specific outcome to be changed (achievement, attendance or discipline)]

by [Percent change] % from [Baseline data (Numbers only)] to [Target data (Numbers only)]

Supplemental Data:
Analyze data related to the goal from supplemental data surveys such as school climate surveys. Talk with stakeholders (parents, teachers, students, administrators, etc.), to gain insight about possible factors contributing to identified problems or issues. Summarize insights/comments from the groups below.

- *School counselors report:*
- *Teachers report:*
- *Administrators report:*
- *Parents report:*
- *Students report:*
- *Others report:*

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ASCA National Model
FOURTH EDITION

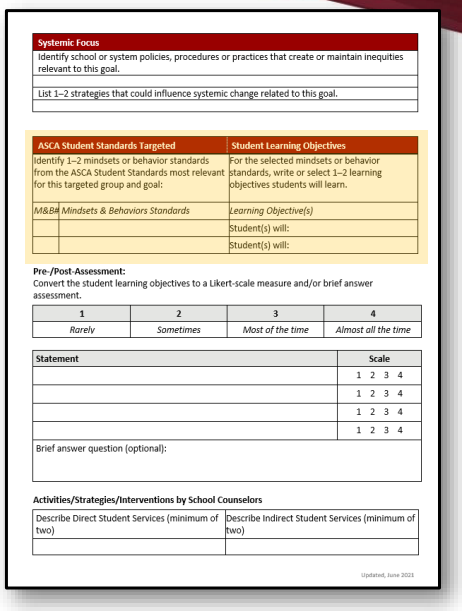
Student Standards
Focus & Operationalize

ASCA Student Standards

- Selection based on what you learn in the supplemental data
- Choose only 1 – 2

Student Learning Objectives

- Select 1 – 2 learning objectives from ASCA database
- Write 1 – 2 learning objectives per standard selected.
- Do more than rewrite the standard. Identify what students need to know or be able to do in order to acquire that standard.



Systemic Focus
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.
List 1–2 strategies that could influence systemic change related to this goal.

ASCA Student Standards Targeted		Student Learning Objectives
Identify 1–2 mindsets or behavior standards from the ASCA Student Standards most relevant for this targeted group and goal:		For the selected mindsets or behavior standards, write or select 1–2 learning objectives students will learn.
M&B#	*Mindsets & Behaviors Standards*	*Learning Objective(s)*
		Student(s) will:
		Student(s) will:

Pre-/Post-Assessment:
Convert the student learning objectives to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
Rarely	*Sometimes*	*Most of the time*	*Almost all the time*

Statement	Scale
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4
Brief answer question (optional):	

Activities/Strategies/Interventions by School Counselors

Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)

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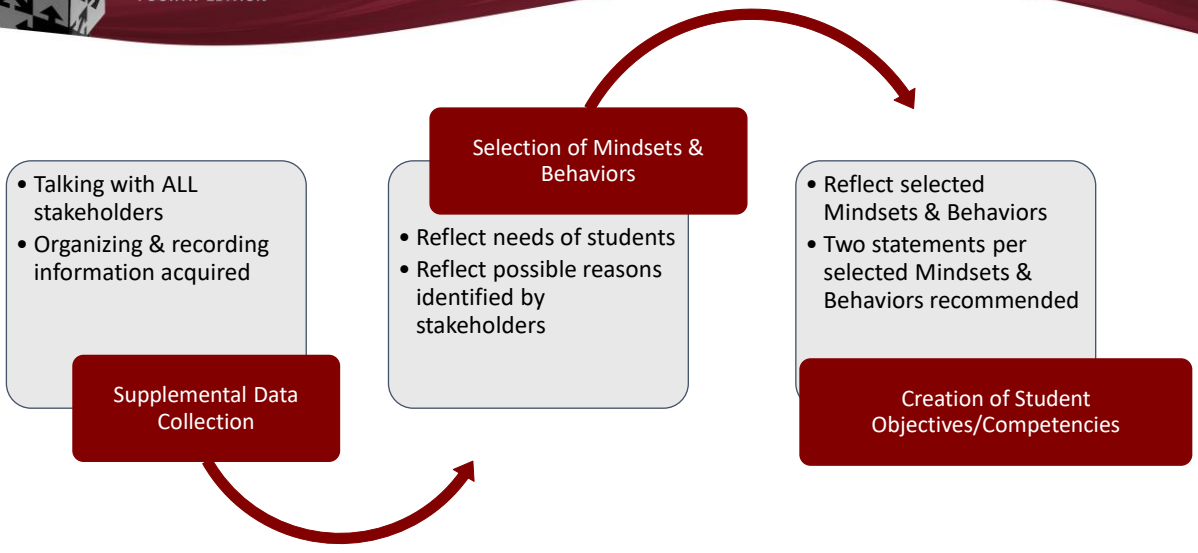
ASCA National Model
FOURTH EDITION



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ASCA National Model
FOURTH EDITION

Learning Objectives

- Simple and specific
- Focus on Knowledge and Skill to be acquired by students
  - No opinions, values, beliefs, feelings
  - No qualitative words
  - No value-laden
- Use a thesaurus to improve verbs
- Avoid passive voice

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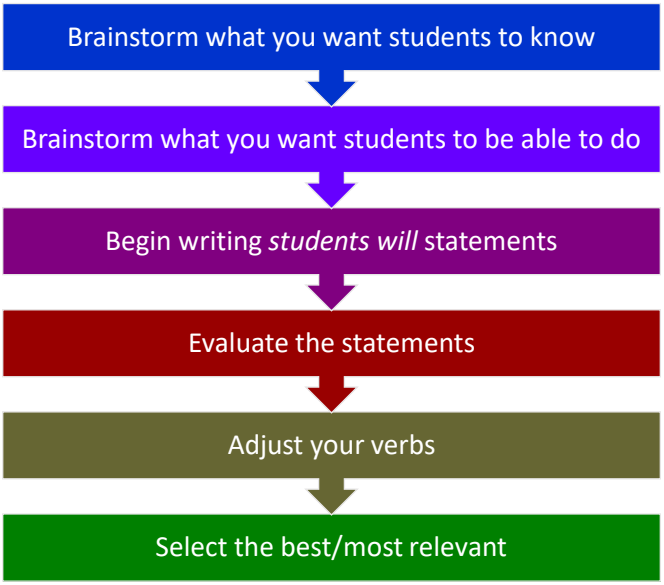
Write Learning Objectives Aligned to one ASCA Student Standard



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B-LS 7> Long- and short-term academic, career and social/emotional goals.

I want students to know:

- Types of goals
- That goals help
- How to achieve a goal
- How to monitor their progress

I want students to be able to:

- Understand the different kinds of goals
- Write a personal goal
- Make a plan for a goal
- Keep working when make a mistake

Students will:

- ~~Understand~~ define goal types
- ~~Be able to~~ write an academic goal.
- ~~Be able to~~ create a plan to achieve their goal.
- Set up a system to monitor their progress

Writing Learning Objectives Process

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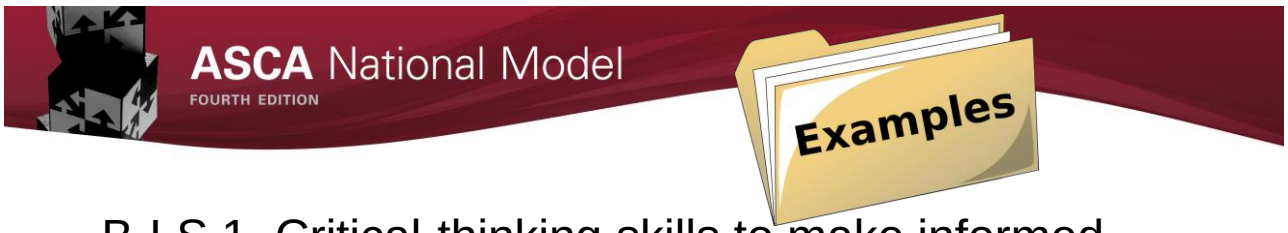

B-LS 1. Critical-thinking skills to make informed decisions

- Students will analyze scenarios to identify the primary problem/question.
- Students will analyze information from a variety of sources.
- Students will apply information learned to derive a solution.
- Students will engage in respectful debate.

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B-SMS 1. Responsibility for self and actions

1. Students will complete school assignments.
2. Students will describe personal responsibilities for education.
3. Students will explain connections between behaviors and outcomes.
4. Students will self-advocate for specifics needs or wants.

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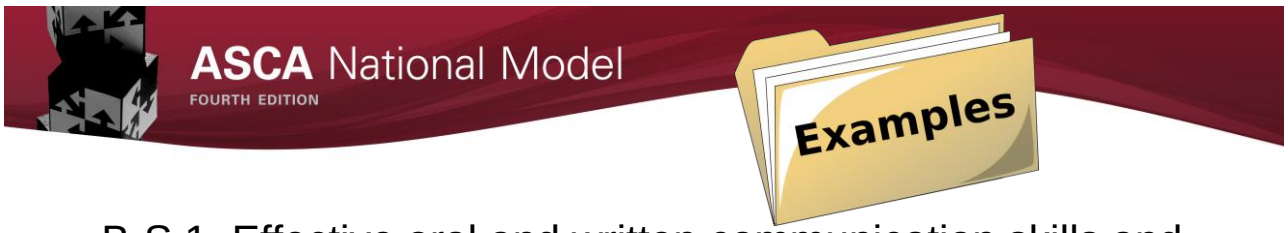

B-S 1. Effective oral and written communication skills and listening skills

- Students will demonstrate respectful oral communication (voice tone, volume, word choice, etc.)
- Students will explain how negative words/phrases can hurt others.
- Students will give examples of how to end or leave a discussion.
- Students will structure a respectful argument for a personal position/opinion.

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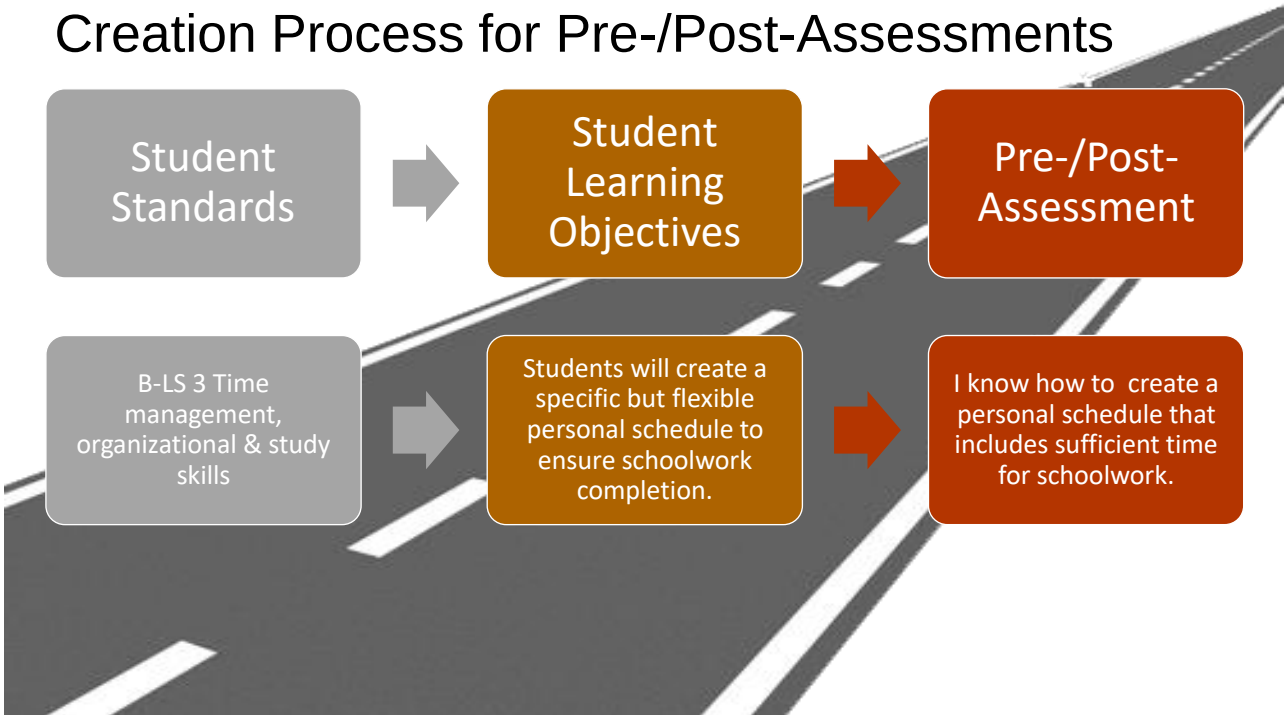
Creation Process for Pre-/Post-Assessments



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ASCA National Model
FOURTH EDITION

B-LS 1. Critical-thinking skills to make informed decisions

1. Students will analyze scenarios to identify the primary problem/question.
2. Students will analyze information from a variety of sources.
3. Students will apply information learned to derive a solution.
4. Students will engage in respectful debate.

1. I can describe the main problem in a challenging situation.
2. I can explain information and the source of that information.
3. I use what I learn from gathered information to construct the best solution.
4. I can debate my thoughts respectfully.

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Creating Pre/Post Items

B-SMS 1. Responsibility for self and actions

1. Students will complete school assignments.
2. Students will describe personal responsibilities for education.
3. Students will explain connections between behaviors and outcomes.
4. Students will self-advocate for specifics needs or wants.

1. I complete my assignments and submit them on time.
2. I can list what I should do each day to be prepared for school.
3. I can explain how my behavior impacts my grades.
4. I ask for help from teachers in ways that ensure I get the help I need.

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Creating Pre/Post Items

B-S 1. Effective oral and written communication skills and listening skills

1. Students will demonstrate respectful oral communication .
2. Students will explain how negative words/phrases can hurt others.
3. Students will give examples of how to end or leave a discussion.
4. Students will structure a respectful argument for a personal position/opinion.

1. I can talk with my teachers without getting into trouble.
2. I can name an example of how words hurt others.
3. I know three different ways to get out of an argument without trouble.
4. I can debate my point of view with respect.

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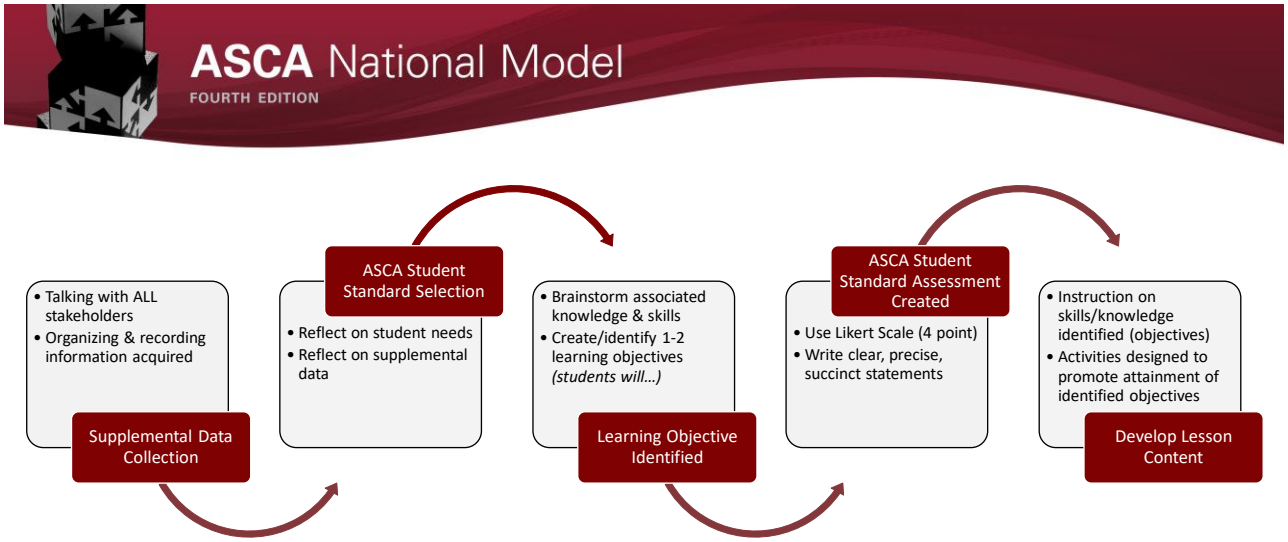

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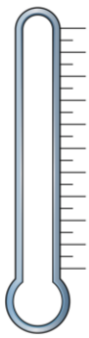
Administer Pre/Post Assessment Items



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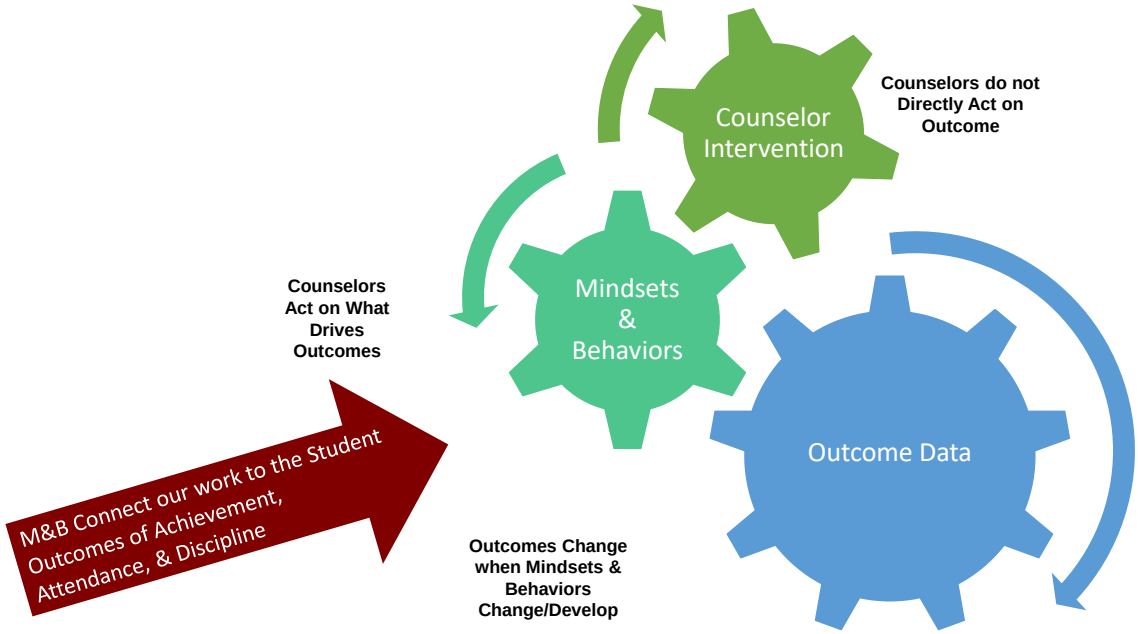
Counselor Intervention
Counselors do not Directly Act on Outcome
Mindsets & Behaviors
Counselors Act on What Drives Outcomes
Outcome Data
M&B Connect our work to the Student Outcomes of Achievement, Attendance, & Discipline
Outcomes Change when Mindsets & Behaviors Change/Develop

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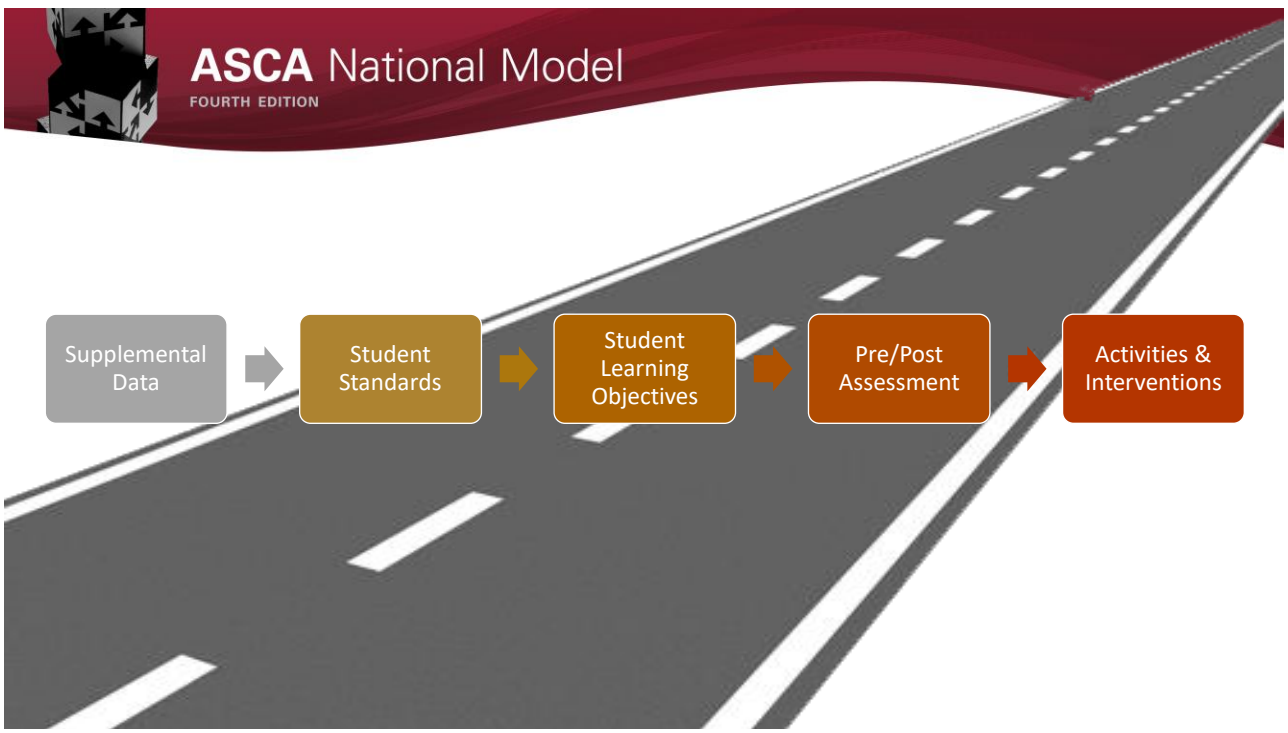
ASCA National Model
FOURTH EDITION
Supplemental Data
Student Standards
Student Learning Objectives
Pre/Post Assessment
Activities & Interventions

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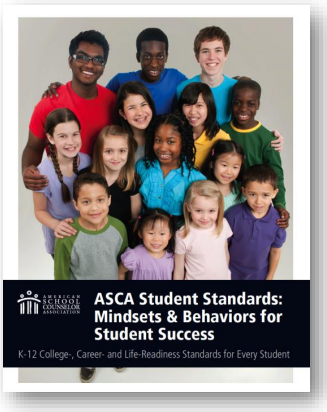

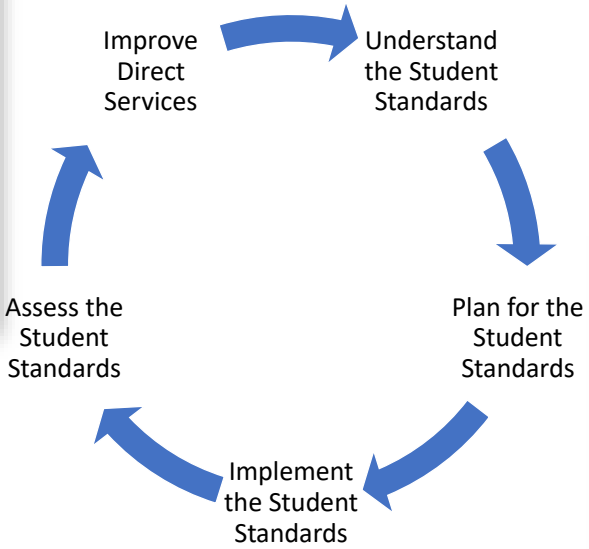

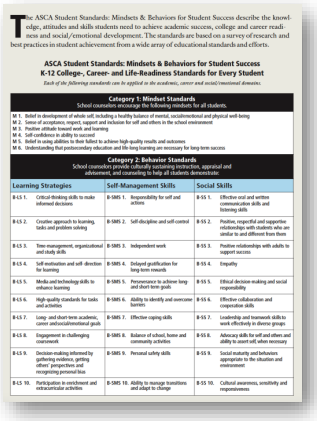

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

ASCA Student Standards: Mindsets & Behaviors for Student Success
K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
M 3. Positive attitude toward work and learning
M 4. Self-confidence in ability to succeed
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success

Category 2: Behavior Standards
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical-thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

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Chapter 1 Understanding the Standards

Chapter 2 Mindsets Standards

Chapter 3 Behavior Standards: Learning Strategies

Chapter 4 Behavior Standards: Self-Management Skills

Chapter 5 Behavior Standards: Social Skills

Chapter 6 Writing Student Learning Objectives

References

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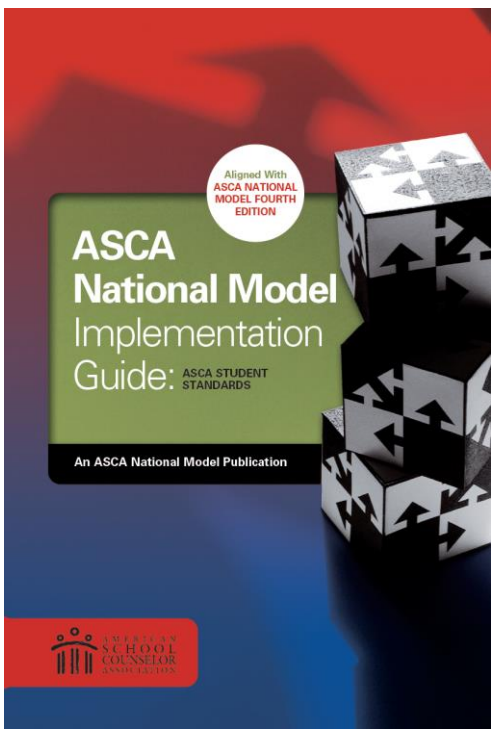

ASCA Student Standards IG
Mindset Standards

pages 19 -32

- Brief explanation of each
- List of effective strategies for each
- No learning objectives

Remember, mindsets can only be inferred, assumed and vulnerable to bias.

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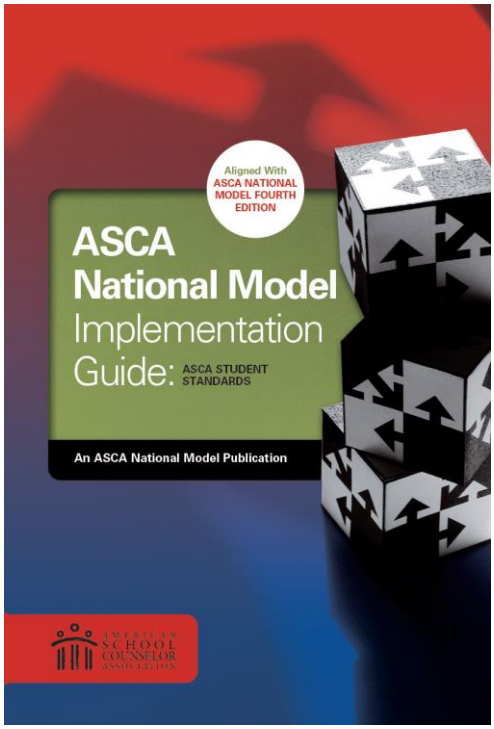

ASCA Student Standards IG
Mindset Standards

pages 19 -32

M3. Positive attitude toward work & learning (page 22)

Examples of Strategies

- Environment focused on growth mindsets
- Promoting the power of "yet"
- Limit extrinsic motivation systems
- Goal work
- Build in time for student reflection on learning

Relevant Counseling Strategies:

- CBT, Solution-Focused, Motivational interviewing,
- Challenging irrational beliefs & negative self-talk

EXAMPLE

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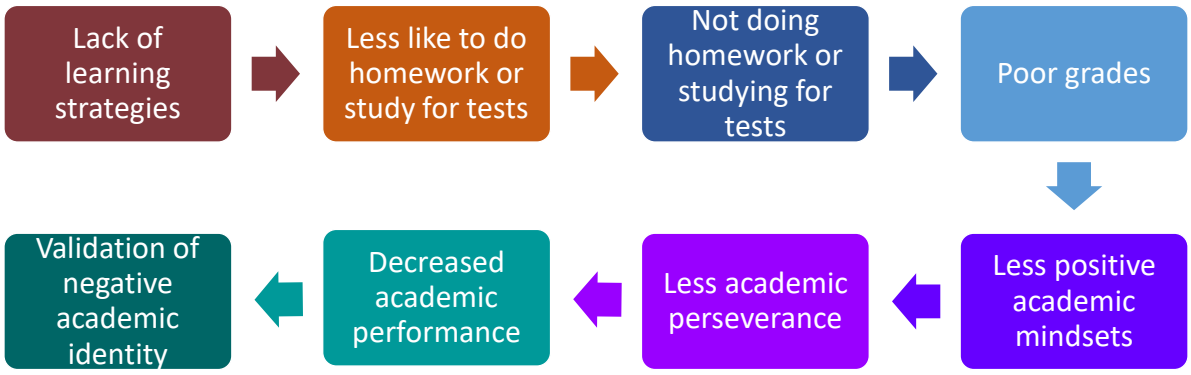
Learning Strategies are Connected to Student Motivation

Impacting belief in self (M1), self-confidence (M4), future orientation (M6)



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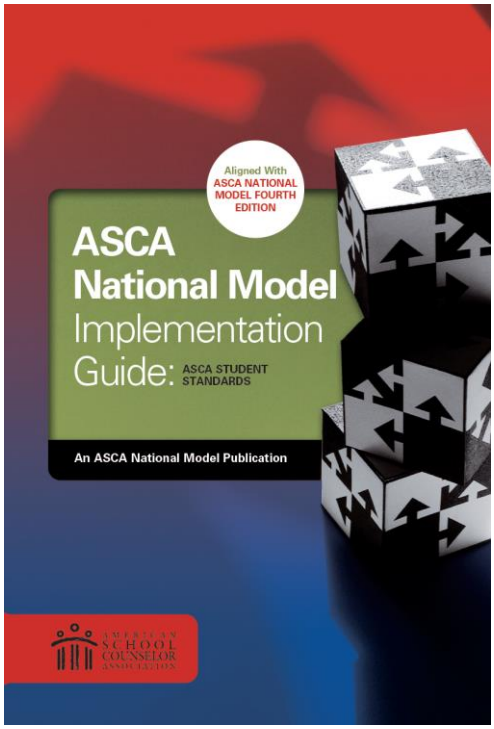

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ASCA Student Standards IG
Behavior Standards

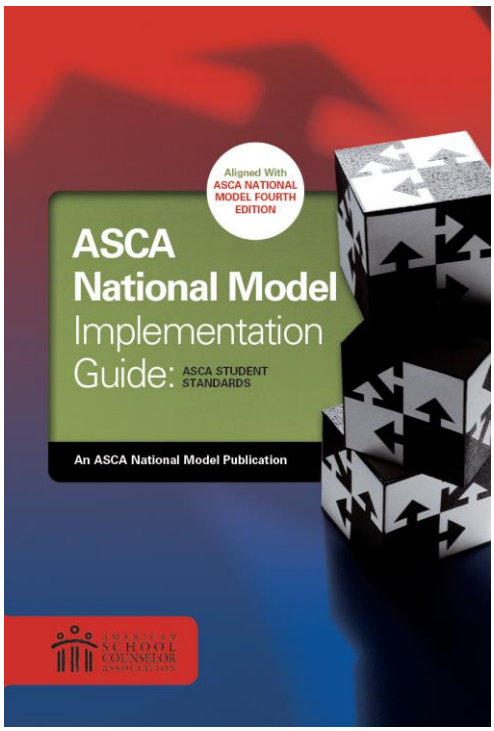
pages 33 - 112

Three Subcategories

- Learning Strategies (pages 33 – 56)
- Self-Management Skills (page 57 – 80)
- Social Skills (page 81 – 112)

For each standard, the following is provided

- Brief explanation
- Identification of foundational mindsets
- List of effective strategies
- List of learning objectives



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ASCA Student Standards IG
Behavior Standards
Learning Strategies (pp 33 – 56)

B-LS 3. Time management, organizational and study skills

Examples of Learning Objectives (30 provided in book)

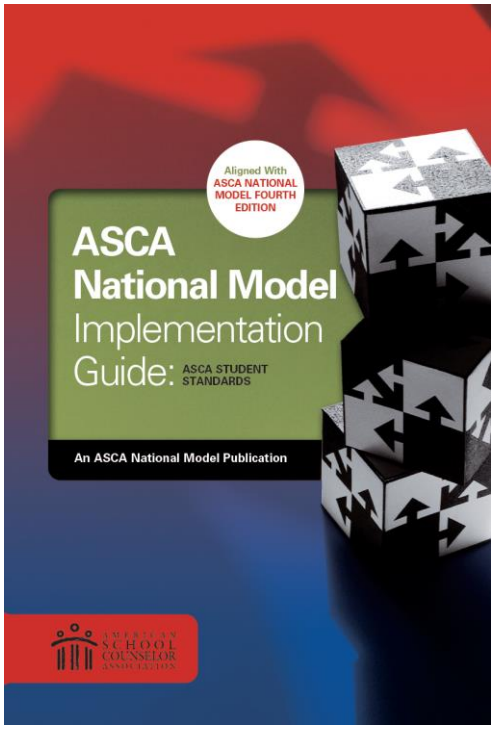
- Students will analyze relationship between time spent studying and final product/grades
- Students will ask one or more questions in class
- Describe a variety of study skills

Example of Strategies:

Provide instruction on maintaining focus in class including:

- identifying personal distractors and focus enhancers
- creating work environments to limit distractions
- knowing how to focus with distractions and competing interests
- knowing and using personal productive times of day

EXAMPLE



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ASCA Student Standards IG Behavior Standards
Self-Management Skills (pp 57 – 80)

B-SMS 5. Perseverance to achieve long- & short-term goals

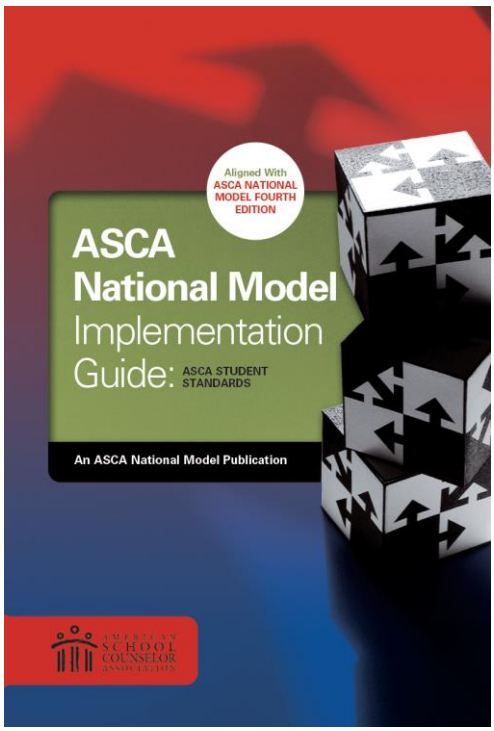
Examples of Learning Objectives (30 provided in book)

- Students will articulate the benefits of goal work.
- Students will create a personal reminders for maintaining goal focus.
- Students will determine resources that may support goal work.

Example of Strategies:

- Establish routines for individual/group monitoring of goal work for targeted students.
- Encourage MS/HS students to record goals in personal journals in one or more these areas: academics, social life, sports & exercise, healthy eating, family/community, hobbies/interests, screen time, and long-term plans.

EXAMPLE



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ASCA Student Standards IG Behavior Standards
Social Skills (pp 81 – 112)

B-SS 4. Empathy

Examples of Learning Objectives (30 provided in book)

- Students will build feelings vocabulary commensurate with developmental level
- Students will convey sensitivity for needs/concerns of others
- Interpret verbal/nonverbal social cues

Example of Strategies:

- Teach what empathy is and why it matters
- Use restorative justice practices, peer mediation
- Design activities to build cultural competence and acceptance of others
- Identify systemic issues/concerns

EXAMPLE

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