CSCP Planning Session with Washington ESD 189

Supporting SSB 5030 CSCP Implementation

Please fill out a quick attendance survey!

bit.ly/ESD189attendance
Without you, school counselors (and other ESAs) will STRIVE but not THRIVE.
Meet Your Presenters

Whitney Triplett, M.A., NCC, PPS
Executive Director of Professional Learning, Hatching Results
- Co-founder/co-chair, National School Counseling Leadership Conference
- Illinois School Counselor Advocate of the Year, 2018
- Former: district-level K-12 school counseling specialist; state association board member; graduate-level adjunct instructor; high school counselor; RAMP recipient & lead reviewer

Danielle Duarte, Ed.L.D.
Chief of Staff & Lead Professional Learning Specialist, Hatching Results
- Recent education leadership doctoral graduate (Ed.L.D.) from Harvard University
- Former school counselor, school counseling grant project director, adjunct faculty, RAMP recipient, & AVID Staff Developer
- Past-President of the California Association of School Counselors

We have both worked as school counselors!!!
WE GOT YOU!
Hatching Results®

- Founded in 2003, based in San Diego
- Comprehensive, districtwide professional development for school counselors and administrators
- Keynote speaking
- School counseling academy cohorts
- School counseling program handbook
- Consulting/executive coaching
- Online learning
- Grant writing and evaluation
- Podcast, blog, newsletters, and more!

www.hatchingresults.com

Our goal is to effect transformational change in school counselor practice, such that measurable student outcomes are at the core of all programs

Dr. Trish Hatch
Co-Author of the American School Counselor Association National Model, 1st and 2nd Editions
Our Shared Zoom Agreements 😊

**CONSIDER THIS A SHARED LEARNING SPACE**

Please use language, tones, and approaches that enrich this learning environment for all :)  

**USE “Chat” TO SUBMIT A QUESTION**

We will aim to answer as many as possible in the time allotted :)  

**SHARE IDEAS & PRACTICES TO SUPPORT YOUR COLLEAGUES!**
Our callback for today

*When you hear us say:*

“Waterfall, Waterfall!”

*You say:*

“Shhhhhhhhhhhhhhhhhhhhhhh”

[Image of a waterfall with a rainbow]  
Palouse Falls  
Washington
Setting the Stage with Purpose & Direction

By the end of this session, we will be able to:

- Develop a written plan for the districtwide school counseling program, aligned to state and national learning standards and best practice
- Advise school site teams on aligning their written comprehensive school counseling program plans to the written districtwide plan

ASCA SC Competencies

**M4**: Every student should have access to a school counseling program

**B-PF 7**: Demonstrate leadership through the development of a school counseling program (source)
Setting the Stage with Purpose and Direction: Key Lenses

Leadership ❖ Advocacy ❖ Collaboration ❖ Systemic Change

Grow our CSCPs into vehicles of transformational change!

Cultivate CSCPs that impact student outcomes in measurable ways

Develop supportive, collaborative, accountable relationships with stakeholders focused on student success

Amplify evidence-based practices that center equity
Group Agreements & Norms

1. We acknowledge one another as **equals with diverse strengths**.

2. We **stay curious** about each other, the data, and systems.

3. We actively **seek out data** to inform us about whether what we are doing is working (improving student outcomes equitably).

4. We will **experience discomfort** as we seek to improve.

5. We acknowledge the difference between **intent and impact**.

6. We expect it to be **messy** at times.

7. We will make decisions based on **what’s best for students**.

Which # do you personally want to focus on today?
● Who’s in the room?
● Who attended WSCA conference March 2-3?
● Anyone attend the statewide webinar on March 24?
● Please take breaks as needed
Are Breakout Rooms Needed Today?
Where is your Focus Today?

Your body is present. Is your mind?

Past Present Future
Where is your Focus Today?

There is noise, distraction, competing priorities
Many reasons for our attention to be divided

We can make a difference here. Today.
Let’s attend to kids through CSCP planning
Let’s use our 5 hours wisely :)

Let’s Connect in Random Breakouts!

Share one thing you’re most looking forward to this summer

Share a fun fact about yourself

Share one way you are working towards strengthening your district CSCP

Share one reason you are excited about today
Core Belief

To efficiently and effectively deliver a school counseling program that is focused on **RESULTS**, there must be a **WRITTEN PLAN.**
Helpful Tips

● With kindness, meet ourselves, our districts, & our school counselors where they are

● **Stretch** outside of our comfort zone

● Think both short- and long-term... it generally takes **3-5 years to build a CSCP**

● Go slow to go fast & temper our ambitiousness as appropriate

● Leverage this legislation to **better serve our young people**
Access today’s slides:


Templates:

District Transition Plan Template: [WORD](#)

District CSCP Template: [WORD](#)

District Self-Assessment: [WORD](#) | [Google Doc](#)

School Counselor Program Alignment Tool
(we're not working on this template today)

Bill & RCWs

<table>
<thead>
<tr>
<th>Bill Text</th>
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<tbody>
<tr>
<td>28A.320.600</td>
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OSPI Guidance

- OSPI’s Guidance Bulletin
- OSPI’s Webpage of SSB 5030 Resources

10 minutes to explore on your own

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Walkthrough of the Planning Tool
Think of this as a brainstorming tool or worksheet that informs the CSCP you build elsewhere.

1. Use of Standards
2. Use of Data
3. Use of Time
4. Use of Personnel

Self-Assessment Section
Template Section
Section that supports the **district transition plan** required by SSB 5030

- The transition plan **must** be adopted by the school board or other locally defined process before the 2022-2023 school year begins. [Transition Plan Template](#)
- The actual CSCP itself does not need to be adopted by the board but it **does** need to be written and ready for initial implementation by the start of SY 2022-23. We recommend posting it on your district website so that students, families, staff, and community members all have easy access ;)

Based on your assessment above, how will the district incorporate the **Use of Standards** components in the Comprehensive School Counseling Program plan?

**Section that district staff will use to build their district CSCP.**

You can copy/paste this into whatever doc you use to draft your CSCP. [Sample Template](#)
Section 1: Use of Standards

SSB 5030 requires that school districts’ written plan “establishes a comprehensive school counseling program that uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards.” These learning standards align with the three domains of a CSCP (academic, career, and social/emotional development) and are hyperlinked below:

- ASCA Student Standards: Mindsets and Behaviors for Student Success
- Washington Social Emotional Learning Standards

### Current State of Expectations/Structures

<table>
<thead>
<tr>
<th>Rating (1-5):</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet in place</td>
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<tr>
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<tr>
<td>Fully in place</td>
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</tbody>
</table>

**1.1 District-level expectations and structures are in place to support sites in aligning their CSCP to the student standards listed above**

**Comments:**

### Desired State of Expectations/Structures

- Short Term (next school year):
- Long Term (2-5 years):

### Measures of Success

/include evidence, such as memos, guidance for implementation, policies/

Based on your assessment above, how will the district incorporate the *Use of Standards* components in the Comprehensive School Counseling Program plan?
Section 1: Use of Standards

What expectations and structures will your district put in place to support all school sites in systemically aligning their CSCPs to the state and national learning standards and frameworks?

Addresses 3 domains:
- Academic development
- Career development
- Social and Emotional development

Crosswalks CASEL & ASCA Mindsets & Behavior standards with a culturally responsive lens

<table>
<thead>
<tr>
<th>Washington's K-12 SEL Standards and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self</strong></td>
</tr>
<tr>
<td><strong>Social</strong></td>
</tr>
<tr>
<td>Standard 1—Self-Awareness: Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.</td>
</tr>
<tr>
<td>Benchmark 3a: Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.</td>
</tr>
<tr>
<td>Benchmark 3b: Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.</td>
</tr>
<tr>
<td>Benchmark 3c: Demonstrates an understanding of the variation within and among individuals, cultures, and communities.</td>
</tr>
</tbody>
</table>
Section 1: Use of Standards

What **expectations** and **structures** will your district put in place to support *all school sites* in **systemically** aligning their CSCPs to the state and national **learning standards** and **frameworks**?

- K-12: addresses developmentally-appropriate tasks at elem, middle, and high
- 8 college and career standards
- K-12: addresses developmentally-appropriate tasks at K-2, 3-5, 6-8, 9-12
- Addresses identity, diversity, justice, & action
## Section 1: Use of Standards

### Example

<table>
<thead>
<tr>
<th>Current State of Expectations/Structures</th>
<th>Desired State of Expectations/Structures</th>
<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Rating (1-5): 1**

**Comments:**
Some sites are likely aligning their work to standards but there is no consistency or predictability between and among sites. Historically, there has been no district-level expectations.

**Short Term (next school year):**
- District staff review both sets of standards listed above and ASCA’s best practices for implementation
- Determine the degree to which standards are currently being utilized within the CSCP at each site, in what ways they are being used, and SCs’ level of familiarity with the standards
- Based on the data gathered above and in collaboration with SCs, develop a plan to support all SCs in learning how to implement students standards within the CSCP (i.e., professional development, time to assess, time to plan, etc.)
- Set the expectation that standards are to be used in determining Tier 1 lesson content, schoolwide programs and activities, individual student planning, Tier 2 & 3 interventions and supports,

**Long Term (2-5 years):**
- Require CSOPs to provide annual evidence that student standards are guiding the CSCP (i.e., lesson plans, mindsets & behaviors action plan, performance evaluation tool)

**Email commns to sites**
**Internal district website knowledge center for school counselors with resources and expectations about standards**
**Agendas for professional learning**
**Annual written plans submitted to the district from each school site**

Based on your assessment above, how will the district incorporate the *Use of Standards* components in the Comprehensive School Counseling Program plan?

All school sites will be expected to align their tiered supports to ASCA Mindsets & Behaviors (i.e., lesson plans, small group plans, action plans, etc.)
Section 1: Use of Standards

Team Working Time

1. Complete the section 1 of the self-assessment

2. Begin drafting the first section of your transition plan
What will be the district’s **PROCESS** for supporting sites in identifying **STUDENT NEEDS** through analyzing:

1. Use of time data
2. CSCP results data
3. Data regarding stakeholder engagement & communications
SSB 5030 requires that school districts' written plan “Provide a process for identifying student needs through a multilevel school data review and analysis that includes, at a minimum, use-of-time data, program results data, and data regarding communication with administrators, parents, students, and stakeholders.” This multi-level school data review and analysis process often aligns well with existing school and district Multi-Tiered Systems of Support (MTSS) data-based decision-making processes. Incorporating school counseling data and interventions into the school's and district's MTSS is an important step to coordinating student supports. The process must incorporate the tools and strategies listed in the table below.

<table>
<thead>
<tr>
<th>Current State of Expectations/Structures</th>
<th>Desired State of Expectations/Structures</th>
<th>Measures of Success (include evidence)</th>
</tr>
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<tbody>
<tr>
<td>Not yet in place</td>
<td>Partially in place</td>
<td>Fully in place</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.1 District-level expectations and structures are in place to support sites in gathering and evaluating use-of-time data defined as:

- A breakdown of the total work time spent providing direct and indirect student services, program planning and school support, and non-school counseling tasks. Click a link below to view definitions:
  - "Direct services"
  - "Indirect services"
Sample Time Trackers & Resources

- ASCA’s Use of Time Assessment (free)
- ASCA Model App for your phone (free)
- SCUTA ($)
- Dr. Heidi Truax’s Google Sheets tracker (free)  
  - for MONTH | for YEAR
- EZAnalyze (free)
- Felipe Zañartu’s DigitalCounselor (free)
- Hallways ($)
- NoteCounselor ($)

Time tracking - while not super fun ;) - enables us to more equitably serve our students. Helps us see:

→ Which **student groups get our time and which ones don’t**

→ Whether there are **equity issues in how we spend our time**

*begin by supporting SCs in conducting a 2-week time study in fall and another in spring*
Section 2: Use of Data

*Example*

<table>
<thead>
<tr>
<th>Current State of Expectations/Structures</th>
<th>Desired State of Expectations/Structures</th>
<th>Measures of Success (include evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet in place</td>
<td></td>
<td>Submitted use of time data 2x annually (2 week time study in fall and again in spring)</td>
</tr>
<tr>
<td>Partially in place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fully in place</td>
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</tr>
</tbody>
</table>

District-level expectations and structures are in place to support sites in gathering and evaluating **use-of-time data** defined as:
- A breakdown of the total work time spent providing direct and indirect student services, program planning and school support, and non-school counseling tasks. Click a link below to view definitions:
  - "Direct services"
  - "Indirect services"

Rating (1-5): 1

Comments:
Some sites have conducted time studies sporadically but there is no consistency or predictability between and among sites related to use of time or time tracking. Historically, there has been no district-level expectations. SCs commonly report not having autonomy over their time and spending it in non-counseling duties. Systemic change will need to occur over the next few years.

Short Term (next school year):
- Review the list of time trackers from the slide deck
- Give list to SCs and ask them to select/agree upon one to be used by all SCs in the district (perhaps ask for volunteers to pilot several first and provide feedback to large group before selection)
- Provide PD for SCs on appropriate use of time and ask them about barriers to using their time as expected

Long Term (2-5 years):
- Work with administrators and district office to remove barriers as necessary
We’re calling out the elephant in the room... ;)

From a place of love 😊 :)
Key Terms for the Elephant ;)

**Non-Counseling Duty**
Any duty, task, or activity that **falls outside** of the appropriate role of the school counselor based on the ASCA National Model.

**Fair-Share Duty**
Activity that all members of the school staff take **equal turns** doing to ensure the school’s smooth operation. (Gysbers & Henderson, 2012)

When an activity **falls heavier** on school counselors than other school staff, it is **no longer a fair share activity**. In this case, the duty should be **re-allocated** equally or **reassigned** altogether.

See: School Counselor Standards, III-B-4d.; ASCA Position Statement on Comprehensive School Counseling Programs

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Non-Counseling Duties Can Be...

Assigned to the school counselor by a supervisor

Taken on voluntarily by the school counselor

Both contribute to opportunity gaps and inequities in the way students are served.
The reality is that non-counseling duties lead to opportunity gaps for students

When school counselors are tasked with non-counseling duties, their students do not have access to the school counseling services (Tier 1, 2, and 3) that they would otherwise have access to during that time.

Example: What do school counseling services look like during testing windows? During lunch periods? Other times?
The 504 Question

ASCA Position Statement on the SC’s Role in Supporting Students with Disabilities

Other position statements

- coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards

<table>
<thead>
<tr>
<th>Appropriate Activities for School Counselors</th>
<th>Inappropriate Activities for School Counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• advisement and appraisal for academic planning</td>
<td>• building the master schedule</td>
</tr>
<tr>
<td>• orientation, coordination and academic advising for new students</td>
<td>• coordinating paperwork and data entry of all new students</td>
</tr>
<tr>
<td>• interpreting cognitive, aptitude and achievement tests</td>
<td>• coordinating cognitive, aptitude and achievement testing programs</td>
</tr>
<tr>
<td>• providing counseling to students who are tardy or absent</td>
<td>• signing excuses for students who are tardy or absent</td>
</tr>
<tr>
<td>• providing counseling to students who have disciplinary problems</td>
<td>• performing disciplinary actions or assigning discipline consequences</td>
</tr>
<tr>
<td>• providing short-term individual and small-group counseling services to students</td>
<td>• providing long-term counseling in schools to address psychological disorders</td>
</tr>
<tr>
<td>• consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data</td>
<td>• covering classes when teachers are absent or to create teacher planning time</td>
</tr>
<tr>
<td>• interpreting student records</td>
<td>• maintaining student records</td>
</tr>
<tr>
<td>• analyzing grade-point averages in relationship to achievement</td>
<td>• computing grade-point averages</td>
</tr>
<tr>
<td>• consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success</td>
<td>• supervising classrooms or common areas</td>
</tr>
<tr>
<td>• protecting student records and information per state and federal regulations</td>
<td>• keeping clerical records</td>
</tr>
<tr>
<td>• consulting with the school principal to identify and resolve student issues, needs and problems</td>
<td>• assisting with duties in the principal’s office</td>
</tr>
<tr>
<td>• advocating for students at individual education plan meetings, student study teams and school attendance review boards as necessary</td>
<td>• coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards</td>
</tr>
<tr>
<td>• analyzing disaggregated schoolwide and school counseling program data</td>
<td>• serving as a data entry clerk</td>
</tr>
</tbody>
</table>

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The 504 Question

ASCA Position Statement on the SC’s Role in Supporting Students with Disabilities

Other position statements

The School Counselor's Role

School counselors provide direct and indirect services to students in the least restrictive environment (as determined by each student’s individualized education plan [IEP]) and in inclusive settings when possible (Tarver-Behring, Spagna & Sullivan, 1998). School counselor responsibilities may include, but are not limited to:

- providing school counseling curriculum lessons, individual and/or group counseling to students with special needs within the scope of the school counseling program
- providing short-term, goal-focused counseling in instances where it is appropriate to include these strategies as a part of the IEP or 504 plan
- encouraging family involvement in the educational process
- consulting and collaborating with staff and families to understand the special needs of a student and understanding the adaptations and modifications needed to assist the student
- advocating for students with special needs in the school and in the community
- contributing to the school’s multidisciplinary team within the scope and practice of the school counseling program to identify students who may need to be assessed to determine special education or 504 plan eligibility
- collaborating with other related student support professionals (e.g., school psychologists, physical therapists, occupational therapists, special education staff, speech and language pathologists) in the delivery of services
- providing assistance with developing academic, transition and postsecondary plans for students with IEP’s and 504 plans as appropriate

Inappropriate administrative or supervisory responsibilities for the school counselor include but are not limited to:

- making singular decisions regarding placement or retention
- serving in any supervisory capacity related to the implementation of the IDEA
- serving as the school district representative for the team writing the IEP
- coordinating, writing or supervising a specific plan under Section 504 of Public Law 93-112
- coordinating, writing or supervising the implementation of the IEP
- providing long-term therapy

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Politics matter. How we do this matters.

- **Shared responsibility**: School counselors need to own their stuff and administrators need to own their stuff (...she said lovingly 😊)
- The problem is that the task needs to be done so the school runs smoothly
- How can we be solution-driven and student-focused in the conversation?
- Is there a way to do the work and still perform the appropriate duty of a counselor without violating their ethics? Let’s be creative. (lunch duty example)
- If not, how can we be thought partners in solving this problem?
Scenario 1

School counselor Eddie attends a conference and learns about the appropriate role and function of today’s school counselor. He returns to his school and promptly writes an email to his principal announcing that he will “no longer be performing non-counseling duties, including test coordination, lunch duty, and bus duty.”

Scenario 2

School counselor Angela attends the same conference. She returns to her school and promptly begins to collect data on the impact of the classroom lessons and Tier 2 interventions she is delivering. At the end of the quarter, she compiles the data into a report and shares it with her principal who is excited about the impact she has had on several important school metrics. She mentions that she would like to do more of this work and her principal agrees. Together, they brainstorm ways to make that happen.

How might you be able to act “as if” now?
"I would fill my calendar with everything I had planned for the week and make sure it was shared with my admin and my office manager. Whenever I was asked to do something that was non-counseling related I would refer them to my calendar. If they insisted, I would color code what I had planned on my calendar in red to show I didn't get to it (had to reschedule it) and next to it add what I was asked to do instead.

At the quarter calendar dates, I would calculate the amount of time being pulled and show what I was asked to drop off my calendar. This allowed my admin to see how much I was being pulled and the students I wouldn't get to, or the lessons I would have to cancel with teachers last minute.

After seeing how much we were being interrupted, my admin made it to where we were only called on if there were no other options. When I did a use-of-time assessment and compared one year to the other my non-counseling duties went from 25% of my time to 5% of my time."

- Jasmine Arellano, Elementary School Counselor, Pomona USD
Tips for Making Shifts

- Focus on **sharing results** NOW (act “as if” - it rarely works any other way)
- Start slow (baby steps) - give and take over time - **negotiation/process**
- **School counselors**: When you approach your administrator, bring potential solutions and ideas that are reasonable and speak to what you want to do instead of the non-counseling duty and how it will be focused on results
- **Administrators**: Know that advocating for their role is challenging for many SCs, so please be **patient**, listen with an **open mind**, and provide support
- Stay centered on what’s having the greatest impact on **students** (as opposed to the adults)
- Join the **union** and **policymaking teams**
- Use Annual Agreements/Annual Administrator Conferences

Others??
Section 2: Use of Data

2.2: CSCP Analysis

How is student data different as a result of CSCP activities?

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<tr>
<td>1: Not yet in place</td>
<td>1: Rating (1-5):</td>
<td>Short Term (next school year):</td>
</tr>
<tr>
<td>2: Partially in place</td>
<td>2: Comments:</td>
<td></td>
</tr>
<tr>
<td>3: Fully in place</td>
<td>3:</td>
<td>Long Term (2-5 years):</td>
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</tbody>
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District-level expectations and structures are in place to support sites in gathering and evaluating program results data defined as:

- Evidence that planned instruction is delivered to all students and that the impact of the instruction is evaluated.
- Evidence that speaks to how data collection and data analysis informs the improvement of future activities and interventions to better meet students’ needs.
- Evidence that speaks to how analysis of disaggregated data is used to support advocacy for systems change and closing opportunity gaps.
Hatching Results Conceptual Diagram

Tier 1: School Counseling Curriculum (Instruction)

Tier 2: Intentional Interventions

“Participation Data”
- Process Data
  - Who?
  - What?
  - When?
  - Where?
  - How Long?

“Mindsets & Behaviors Data”
- Perception Data
  - Attitudes
  - Skills
  - Knowledge

- Behavior Change

“Outcome Data”
- Achievement-Related Data
  - Attendance
  - Discipline Referrals
  - Parent Involvement
  - Homework Completion
  - Course Enrollment Patterns
  - Postsecondary Test Taking
  - College Applications
  - FAFSA Completion

- Achievement Data
  - Report Card Grades
  - GPA
  - Promotion Rates
  - Graduation Rates
  - AP Test Scores
  - ACT/SAT/etc. Test Scores
  - College Enrollment Rates
  - Financial Aid Earned

Use of Data, 2e p. 93
Section 2: Use of Data

2.2 District-level expectations and structures are in place to support sites in gathering and evaluating program results data defined as:

- Evidence that planned instruction is delivered to all students and that the impact of the instruction is evaluated.
- Evidence that speaks to how data collection and data analysis informs the improvement of future activities and interventions to better meet students’ needs.
- Evidence that speaks to how analysis of disaggregated data is used to support advocacy for systems change and closing opportunity gaps.

- Tier 1 school counseling classroom lessons are delivered as planned (# students/grade levels impacted, topics aligned to needs, delivered using evidence-based student engagement strategies, lessons are “taught” rather than “presented”)
- Pre/post tests are given to students to determine how the lesson shifted students’ attitudes, knowledge, and skills (evidence they actually learned the desired competencies, high-quality test questions are used)
- What was the impact of the lessons on student outcome data (attendance, behavior, and achievement)? (Did the lessons improve student outcome data? In what ways?)
Section 2: Use of Data

2.2 District-level expectations and structures are in place to support sites in gathering and evaluating program results data defined as:

- Evidence that planned instruction is delivered to all students and that the impact of the instruction is evaluated.

- Evidence that speaks to how data collection and data analysis informs the improvement of future activities and interventions to better meet students’ needs.

- Evidence that speaks to how analysis of disaggregated data is used to support advocacy for systems change and closing opportunity gaps.

- How does the CSCP team **systematically** (!!!) review their program data to inform their future activities?

- What data is reviewed and how is it analyzed? (i.e. are **protocols** used?)

- How does CSCP staff allow their practices/activities to shift as data informs them?
Section 2: Use of Data

2.2 District-level expectations and structures are in place to support sites in gathering and evaluating program results data defined as:

- Evidence that planned instruction is delivered to all students and that the impact of the instruction is evaluated.

- Evidence that speaks to how data collection and data analysis informs the improvement of future activities and interventions to better meet students’ needs.

- Evidence that speaks to how analysis of disaggregated data is used to support advocacy for systems change and closing opportunity gaps.

- How is the data disaggregated by student group to identify evidence of disproportionality? (i.e. foster youth, students in transitional living situations, low SES, IEP, race, gender, etc.)

- How is that data then used by CSCP staff to advocate for school-level systems change?
Section 2: Use of Data

(2.2)
Section 2: Use of Data

*Examples*

- District systems for sites to submit key program data within certain timeframes
- Asking SCs what the barriers are and solution-storming with them and admin - then following through with solutions
- Providing high-quality PD working sessions for SCs to do the data analysis away from school sites (limit the distractions)
2.3 District-level expectations and structures are in place to support sites in gathering and evaluating data regarding communications with administrators, families, students, and stakeholders:

- How might the district establish expectations and structures for CSCP to analyze stakeholder engagement data?
- Examples: What data might they analyze to better understand how the CSCP engages with stakeholders, promotes inclusion of diverse family backgrounds and structures, incorporates student voice, etc.?

- Elicit input from stakeholders about the CSCP
- Evidence of who attends events - is it who was targeted? If not, how will they shift their strategy next time? Are we asking families how they want to be engaged?
- Data disaggregation by group - any evidence of disproportionality?
School Counseling Advisory Councils

Group of key stakeholders selected to **review and advise on the implementation of the school counseling program**

- **Who's on it?** All school counselors + administrator, teacher, other student service staff, parent/family, student, community member, & any other key stakeholders

- **How often to meet?** Once in Fall and once in Spring

- **What do they do?**
  - Advises SC around school counseling program goals, based on current school data
  - Reviews SC program results and makes recommendations about the SC program
  - Advocates for the SC program (i.e. public relations, marketing, funding, resources)
Examples of Family Stakeholder Engagement Data

We were able to discuss our child trying an advanced science course next year based on the counselor’s feedback.

I am able to assist my child with choices because I’m a teacher. I’m not sure how comfortable I would be if I didn’t have knowledge of the education system.

We felt comfortable making decisions about our child’s schedule, specifically dual credit options, because the counselor really helped us to make our decision. It was a dialogue that wouldn’t have been as effective unless we had that live conversation.
Section 2: Use of Data

Student Stakeholder Engagement Data

I wish I would have known I had the option to take more AP classes as a freshman/sophomore.

I think that there should be more education from counselors or whomever to let students know what these courses are and how they would benefit them. Personally, I honestly do not know much.

I have many friends that have never taken advanced academic courses because of a fear of the difficulty of the classes. They would rather get high grades on level than risk struggling in advanced.

i wish i had a flow chart of possible paths i could take. i didn't know about academies and missed out completely on that. i wish i knew more about what each ap class entails too.

Nothing About Us Without Us
Section 2: Use of Data

2.4 District-level expectations and structures are in place to support sites in implementing an annual review and assessment process for the CSCP that includes building administrators and stakeholders:

- CSCP outcomes and results are systematically reported to administrators and other stakeholders, with particular focus on gathering diverse stakeholder feedback.
- Examples: Shifts in standards & competency data (student attitudes, skills, and knowledge), attendance, behavior disaggregated across student groups, graduation rates, grades, postsecondary pathway attainment, course enrollment patterns, and school engagement.

Regular reporting of the CSCP’s impact on:

- Attendance, behavior, achievement rate improvements (outcomes)
- Student beliefs, knowledge, skills (perception data)

..and then eliciting stakeholder feedback on these impacts
Section 2: Use of Data

Reporting CSCP Impact

(Links to the full documents are in the notes)
Section 2: Use of Data

Reporting CSCP Impact

(Links to the full documents are in the notes)
Section 2: Use of Data

Reporting CSCP Impact

Sample Mid-Year Reports

Sample End-of-Year Reports
Section 2: Use of Data

Reporting CSCP Impact

(Images are hyperlinked)
Section 2: Use of Data

Team Working Time

1. Complete the section 2 self-assessment

2. Begin drafting the second section of your written plan

Wanna chat on Zoom? Join me (just be sure to MUTE and turn your computer volume OFF)

Be Curious & Ask Questions! :)
LUNCH & STRETCH TIME!

We’ll start again at 12:40 p.m.
This morning, we began working on:

Section 1: Use of Standards

Section 2: Use of Data

Remember, the goal isn’t “perfection.”

The goal is “better than last year.”

Slow, incremental movement toward implementation of the ASCA National Model with fidelity over 3-5 years ;)

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Random Resources to Help You ;)

- **Mindsets & Behaviors Action Plan** (helps you get started with aligning standards)
- **Sample School Counselor Job Description** (appropriate for K-12)
- **Self-Assessment for School Counselors** related to their performance standards
- **Chicago Public Schools’ districtwide handbook**
- **Slides to copy for SEL checks, brain breaks, engagement activities**
- **Annual Calendar Planning Guide: Elementary | Secondary**
- **Sample data metrics per domain, tier, and grade levels**
- **Pre/posts to measure student SEL challenges and growth**
- **Suggested use of time breakdown by ES, MS, HS within 80/20**
- **Guide to School Counseling College and Career Readiness Activities: Elementary | Middle | High**
Section 3: Use of Time

SSB 5030 requires that school counselors or other educational staff assigned to implement CSCP must allocate at least 80% of their work time providing direct and indirect services to benefit students, as aligned with national school counseling standards. Note: Tasks such as coordinating and monitoring student testing, supervising students at lunch and recess, and assuming other duties of non-counseling staff are not considered direct or indirect services and should not be included in the plan for CSCP. This process often aligns well with the existing school and district MTSS continuum of student supports, evidence-based practices, team-driven shared leadership, and family, student, and community engagement. Important definitions:

How the district is supporting appropriate use of CSCP staff’s time

3.1 District-level expectations and structures are in place to support sites in ensuring that at least 80% of CSCP staff work time is spent providing direct and indirect services to students.

3.2 District-level expectations and structures are in place to support sites in gathering data and evaluating that direct and indirect services are delivered through the CSCP.

Gathering & evaluating their use of time as it relates to what students need from the CSCP

2.1 District-level expectations and structures are in place to support sites in gathering and evaluating use-of-time data defined as:

- A breakdown of the total work time spent providing direct and indirect student services, program planning and school support, and non-school counseling tasks. Click a link below to view definitions:
  - "Direct services"
  - "Indirect services"
Our TIME is our most precious resource.

How we choose to spend our time either advantages or disadvantages groups of students.

Every choice we make about our TIME has critical implications.
Scenario:
The school counselor has a 30 min opening in their schedule and many choices. What is most role-appropriate, efficient, and effective way they might spend that time?

➔ Teach a Tier 1 classroom lesson
➔ Analyze culture/climate data & provide recommendations
➔ Lead a small group (6 students)
➔ Liaise with school psychologist
➔ Facilitate a large group workshop (33 students)
➔ Engage in one-on-one counseling with a student
➔ Return a parent’s phone call
➔ Return an email from a family member

+ a million other potential ways to spend the time
Choosing How to Spend Our Time

**Goal:** To be BOTH efficient and effective with 100% of our time

- School counselor’s time is “productive to the max” with minimum wasted effort
- School counselor produces the intended result
Common CSCP Staff Realities Related to Time

- Not being **in control** of our time
- Distorted or **inaccurate perception** of not being in control of our time
- **Inefficient systems** and processes that require us to react or respond “in the moment”
- **Loss of self-efficacy** that creates barriers for regaining control of our time (i.e. learned helplessness)
- **Weak relationship** with administrators
Section 3: Use of Time

80% of time: Spent **delivering** “direct” & “indirect” services

- **Instruction** (Tier 1)
  - e.g. Tier 1 school counseling classroom lessons in 3 domains

- **Appraisal and Advisement** (Can be Tier 1, 2, or 3)
  - e.g. Interpreting test scores and inventories, assessing grades in relationship to opportunities, making recommendations, Individual Learning Plans
Section 3: Use of Time

80% of time: Spent **delivering** “direct” & “indirect” services

**IMPORTANT CONSIDERATION FROM THE BILL:**

“Tasks such as:

- coordinating and monitoring student testing
- supervising students at lunch and recess
- assuming the duties of other noncounseling staff

...are **not** direct or indirect services”

(they are considered noncounseling duties and are not aligned to any current frameworks for school counseling)
## Section 3: Use of Time

<table>
<thead>
<tr>
<th>Guidance Counselors</th>
<th>School Counselors!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reactive services</strong> (spends most of their time in Tiers 2 and 3, based on referrals)</td>
<td><strong>Proactive, preventative services</strong> (spends a great deal of time in Tier 1 and uses data primarily to drive Tier 2 services)</td>
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<tr>
<td><strong>Serve some students</strong></td>
<td><strong>Serve ALL students</strong></td>
</tr>
<tr>
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<td><strong>Focus on all three domains (academic, college/career social/emotional) to impact student success</strong></td>
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<td><strong>Utilize a clinical model focused on student deficits</strong></td>
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<td><strong>Ancillary support</strong></td>
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</tr>
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<td><strong>Loosely defined role/quasi-administrator</strong></td>
<td><strong>Clearly defined role</strong></td>
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<td><strong>Focus mostly on counseling services provided</strong></td>
<td><strong>Focus on outcomes from services provided</strong></td>
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<tr>
<td><strong>Works in isolation or only with other counselors</strong></td>
<td><strong>Collaborates with all stakeholders in the school community</strong></td>
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<td><strong>Guards the status quo</strong></td>
<td><strong>Acts as a change agent for educational equity for all students</strong></td>
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<tr>
<td><strong>Gatekeepers of rigorous courses</strong></td>
<td><strong>Advocates for all students to have access to rigorous courses</strong></td>
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<td><strong>Little or no accountability for student success</strong></td>
<td><strong>Full accountability for student success</strong></td>
</tr>
<tr>
<td><strong>Helps mostly college-track students plan for college</strong></td>
<td><strong>Advises ALL students on multiple postsecondary pathways</strong></td>
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<tr>
<td><strong>Depends on system’s resources for helping students and families</strong></td>
<td><strong>Brokers services from community agencies, as well as the school system’s resources</strong></td>
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## Section 3: Use of Time

### Inappropriate Activities for School Counselors
- building the master schedule
- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- providing long-term counseling in schools to address psychological disorders
- covering classes when teachers are absent or to create teacher planning time

- maintaining student records
- computing grade-point averages
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal’s office

- coordinating schoolwide interventions plans, 504 plans, student study response to intervention plans, RTISS and school attendance review boards
- serving as a data entry clerk

### Appropriate Activities for School Counselors
- advisement and appraisal for academic planning
- orientation, coordination and academic advising for new students
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing short-term individual and small-group counseling services to students
- consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data
- interpreting student records
- analyzing grade-point averages in relationship to achievement
- consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success
- protecting student records and information per state and federal regulations
- consulting with the school principal to identify and resolve student issues, needs and problems
- advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary
- analyzing disaggregated schoolwide and school counseling program data

### Guidance Counselors vs. School Counselors!

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Learn more about the appropriate role of a school counselor.
Section 3: Use of Time

20% of time: Spent doing activities that help **define**, **manage**, and **assess** the CSCP

- Written plan for the CSCP
- Annual CSCP assessment
- Aligning CSCP to state and national frameworks
- Aligning CSCP to state and national standards
- Identifying student needs through a multi-level data review
- Use of time data analysis
- Annual administrative conference
- Development of results reports, Flashlight results presentations, one-pagers to show program impact
- Developing CSCP annual calendar, action plans, mission & vision statements, and annual student outcome goals

Highlighted items are required by SSB 5030
<table>
<thead>
<tr>
<th>Direct Services</th>
<th>ASCA National Model, 4th Edition Component</th>
<th>Elementary School % of Time</th>
<th>Middle School % of Time</th>
<th>High School % of Time</th>
<th>ASCA Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction (Tier 1)</td>
<td></td>
<td>35% (~1.75 days per wk)</td>
<td>30% (~1.5 days per wk)</td>
<td>20% (~1 day per wk)</td>
<td>80% or more</td>
</tr>
<tr>
<td>Appraisal and Advisement (Can be Tier 1, 2, or 3)</td>
<td></td>
<td>5% (~.75 days per wk)</td>
<td>15% (~.75 days per wk)</td>
<td>25% (~1.25 days per wk)</td>
<td></td>
</tr>
<tr>
<td>Counseling (Can be Tier 2 or 3)</td>
<td></td>
<td>25% (~1.25 days per wk)</td>
<td>20% (~1 day per wk)</td>
<td>20% (~1 day per wk)</td>
<td></td>
</tr>
<tr>
<td>Indirect Services</td>
<td>Consultation, Collaboration, and Referrals (Can support Tier 1, 2, or 3)</td>
<td>20% (~1 day per wk)</td>
<td>20% (~1 day per wk)</td>
<td>20% (~1 day per wk)</td>
<td></td>
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<tr>
<td>System Support</td>
<td>Program Planning, Support, and Assessment (Can support Tiers 1, 2, or 3)</td>
<td>15% (~.75 days per wk)</td>
<td>15% (~.75 days per wk)</td>
<td>15% (~.75 days per wk)</td>
<td>20% or less</td>
</tr>
</tbody>
</table>

Some recommendations for your plan

- Start by having SCs conduct a 2-week time study (track all activities for 2 weeks)
- Share the districtwide time study data with them and lead them through an ATLAS protocol to analyze the data
- See what bubbles up and help them solution-storm (aim for 3-5 reasonable, realistic, high-impact solutions)
- Collaborate with other key district staff and building administrators to implement the solutions
Team Working Time

1. Complete the section 3 self-assessment
2. Begin drafting the third section of your written plan
Section 4: Use of Personnel

SSB 5030 requires that school districts’ written plan include that “the CSCP must be implemented by school counselors or other educational staff associates for the purpose of guiding students in academic pursuits, career planning, and social-emotional learning.”

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<tr>
<th>Current State of Expectations/Structures</th>
<th>Desired State of Expectations/Structures</th>
<th>Measures of Success (include evidence)</th>
</tr>
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<tbody>
<tr>
<td>1 Not yet in place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Partially in place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Fully in place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Short Term (next school year):</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Long Term (2-5 years):</td>
<td></td>
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4.1 District-level expectations and structures are in place to ensure that credentialed school counselors or other qualified ESA staff implement the CSCP

Rating (1-5):
Comments:

4.2 District-level expectations and structures are in place to ensure that the districtwide CSCP is supported centrally by the district

Rating (1-5):
List district CSCP staff here:

Short Term (next school year):
Long Term (2-5 years):

Based on your assessment above, how will the district incorporate the Use of Personnel components in the Comprehensive School Counseling Program plan?
4.1 District-level expectations and structures are in place to ensure that credentialed school counselors or other qualified ESA staff implement the CSCP.

Also employed in district supervisory positions; and school counselor education positions.
If employing credentialed school counselors is not feasible...

Other ESAs tasked with implementing the CSCP must have training in the **attitudes, knowledge, and skills** they need to support **all students** with:

- Academic development (at Tiers 1, 2, & 3)
- College/career development (at Tiers 1, 2, & 3)
- Social/emotional development (at Tiers 1, 2, & 3)

...as well as **systems change** when it’s not a “kid issue”
4.2 District-level expectations and structures are in place to ensure that the districtwide CSCP is supported centrally by the district.

- Best practice mantra: "The CSCP belongs to the DISTRICT" (not schools, nor counselors)
- Students should have a similar experience from the CSCP, regardless of the school they attend or the counselor they are assigned to
- Promotes alignment, predictability, & consistency, between and among counselors/schools and across K-12
- Helps when the district director or coordinator has background in school counseling or is trained in today’s best practices (the profession has drastically changed in the last 20 years)
Team Working Time

1. Complete the section 4 self-assessment
2. Begin drafting the last section of your written plan

Section 4: Use of Personnel

SSB 5030 requires that school districts’ written plan include that “the CSCP must be implemented by school counselors or other educational staff associates for the purpose of guiding students in academic pursuits, career planning, and social-emotional learning.”

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<tr>
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4.1 District-level expectations and structures are in place to ensure that credentialed school counselors or other qualified ESA staff implement the CSCP

Rating (1-5): 3
Comments: Not yet implemented
Short Term (next school year): 4
Long Term (2-5 years): 5

4.2 District-level expectations and structures are in place to ensure that the districtwide CSCP is supported centrally by the district

Rating (1-5): 3
List district CSCP staff here: Not yet implemented
Short Term (next school year): 4
Long Term (2-5 years): 5

Based on your assessment above, how will the district incorporate the Use of Personnel components in the Comprehensive School Counseling Program plan?

Be Curious & Ask Questions! :)
Optionally, you can choose to submit your completed plan through OSPI’s Alchemer Portal.

We’d LOVE to collect samples to share with others! :)

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*NEW* Modules on OER

[Search using keywords: 5030, counseling, ASCA, etc.]

[Will be live 5/25/22!!]
Remember that Systemic Change is Messy

“Every system is perfectly designed for the results it gets”

...If your CSCP isn’t seeing measurable impact on student outcomes, what part of the CSCP system needs to change?
Upcoming Events!

Join us on June 27 @ 3:45pm in Spokane!

“Supporting Systems Change: The Opportunities in Comprehensive School Counseling Programming”

Check out information about our National School Counseling Leadership Conference, February 2023!

https://www.hatchingresults.com/nsclc
Please complete our evaluation:


select “Washington ESD 189”

Trainers:
Dr. Danielle Duarte & Whitney Triplett

Date 6/14/22

Thank you!