

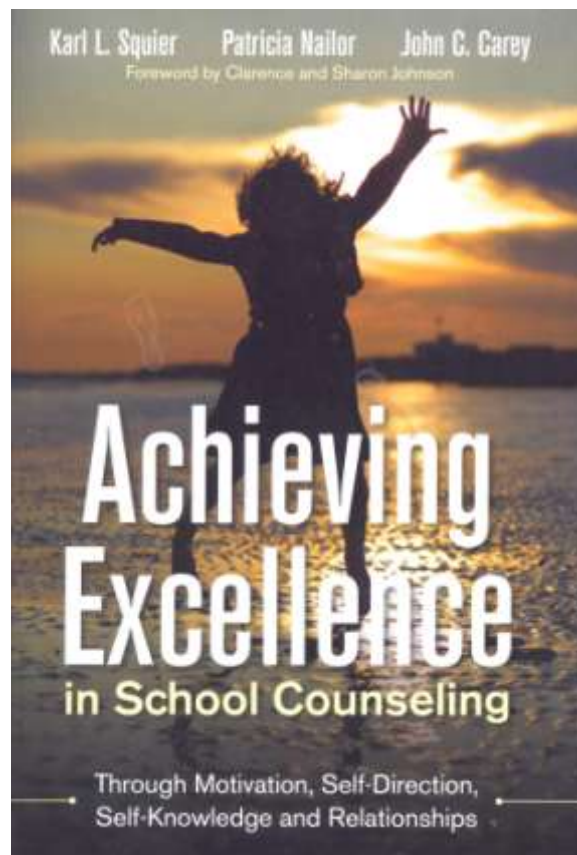
Book Table of Contents

Click on a topic below to go directly to that section.

[Book Cover](#)

[Book Table of Contents](#)

Book Cover



Book Table of Contents

List of Figures	ix
Foreword	xi
By Clarence and Sharon Johnson	
Acknowledgments.....	xv
About the Authors	xvii
1 Introduction.....	1
Purpose of Book.....	2
How Book Chapters are Organized.....	4
Book Chapter Descriptions	4
From Concept to Practice.....	6
<i>CBA Toolkit</i> Components.....	6
Construction Site Components.....	8
Chapter 1 Construction Zone	9
2 A Simple Language Set.....	11
Importance of the Language We Use.....	12
Construct	12
Context	13
Results	13
Curriculum	15
Student Assessment.....	16
Strategic, Annual and Personal Planning	17
Program Implementation and Evaluation	17
Data Management	18
How the Terms in the Language Set Relate.....	18
Standards and Competencies are the Foundation of the Curriculum	18
Chapter 2 Construction Zone	20
3 Research-Based Constructs	21
Definition of "Research-Based"	22
New Focus on Personal, Social and Life Skills	23
Motivation.....	25
Self-Knowledge and Self-Direction	28

Relationships..... 32

Conclusions..... 34

Chapter 3 Construction Zone..... 34

4 Relevant Contexts for K-12 School Counseling Programs 37

 From Constructs to Contexts 38

 Competency Statements Emerge from Contexts..... 39

 Contexts Consist of Essential Processes..... 39

 Academic Support..... 40

 Chapter 4 Construction Zone..... 44

5 Student Results: Standards and Competencies 47

 Achieving Excellence 48

 Counseling-Learning Environment (CLE)..... 48

 Two Types of Student Results..... 49

 Construct-Based Student Standards..... 52

 A Vision to Live By..... 53

 Competencies as Proficiency Builders 54

 Writing Meaningful Competency Statements 54

 A Focus on Cognitive Skill Development..... 57

 A Focus on Metacognitive Skill Development 59

 Role of School Counselors 60

 Chapter 5 Construction Zone..... 61

6 Role of Curriculum in a CBA 63

 Where We are in the CBA Building Process..... 64

 Essential Characteristics of a CBA Curriculum 67

 Principles for Learner-Centered School Communities 72

 Results-Based CBA Curriculum in a Nutshell 77

 Chapter 6 Construction Zone..... 78

7 Assessing Student Proficiency and Achievement in a CBA 91

 Purpose of Student Evaluation..... 92

 CBA Student Proficiency Assessments..... 93

 Assessing Current Levels of Competency..... 94

 Assessing Gains after Interventions 95

 Assessing Progress toward

 Standards at Key Transition Points 99

Assessing Curriculum-Related Proficiencies 103

Importance of Linking CBA to Research-Based Constructs 106

Chapter 7 Construction Zone..... 107

8 CBA Program Implementation: Focus on Planning..... 115

Shift in Focus from Building to Implementing a CBA 116

How to Begin 117

Why All the Fuss about Planning? 118

Three Perspectives on the Planning Process 118

Four Types of Plans 122

Chapter 8 Construction Zone..... 124

9 CBA Program Implementation: Focus on Delivery..... 129

Delivering a CBA Program with Fidelity 130

Data Management 132

School Counseling Data Management System 136

Chapter 9 Construction Zone 137

10 CBA Program Implementation: Focus on Evaluation 143

Program Evaluation is an Improvement Process 144

What Needs to be Evaluated 145

Chapter 10 Construction Zone 149

11 CBA's Contribution to School Improvement Initiatives 151

Contribution to Current Practice..... 152

Contribution to Knowledge and Skill Requirement Initiatives 154

ACT's Five Principles 156

CBA Contribution to School-Based Intervention Initiatives 159

Toward a More Holistic View of Student Learning..... 162

Chapter 11 Construction Zone..... 163

12 Power and Potential 165

What is Power and Potential? 166

A Vision to Live By 166

Summary of Key Points 167

School Counselor Accountability 172

References 173

Index..... 181