A Construct-Based Approach (CBA) to Implementing Comprehensive School Counseling Programs

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CBA Online
Professional Development Modules

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In with a Problem, Out with a Plan

Let us help you improve your school counseling program with our CBA online training modules. The modules can help you identify critical areas in your counseling program in need of improvement, clearly articulate results to be achieved, develop and implement effective action plans, and measure the efficacy and impact of your improvement initiatives on student learning outcomes, school counseling program quality, counselor practice and the health of your school community. We offer nine (9) online modules, displayed in the following graphic, which can be customized to meet your specific needs.
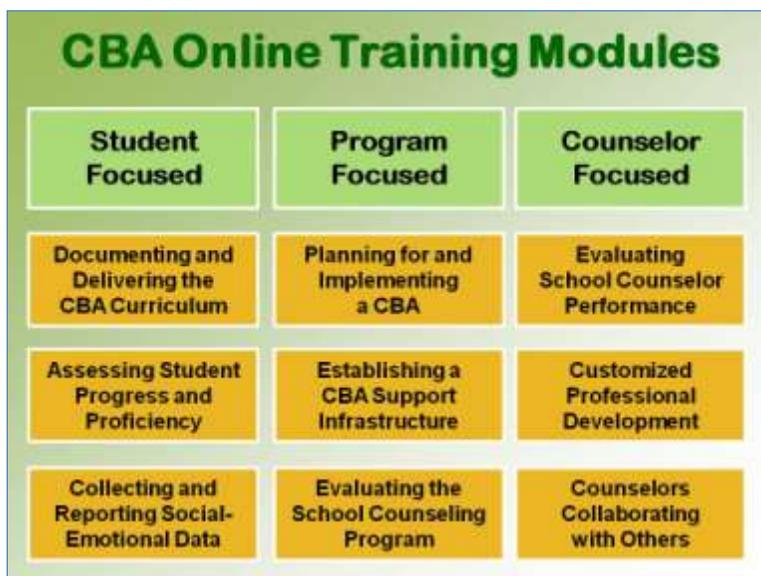
Collectively, we refer to these modules as "In with a Problem, Out with a Plan" because we start by helping you define your problems, develop effective solutions, and then guide you through a complete planning cycle for school counseling, including plan development, implementation, progress monitoring and evaluation of results. The modules provide targeted knowledge exercises and templates that enable you to identify, organize and apply critical information in a systematic and efficient fashion. The graphic below illustrates our complete planning cycle for school counseling which is a foundational component of all online professional development modules.

The modules are described below. They represent what we consider to be critical areas that are potentially in need of improvement.

Student Focused Professional Development Modules

Documenting and Delivering the CBA Curriculum

The school counseling curriculum is the primary vehicle for delivering a CBA. CBA school counseling programs, like content areas (e.g., math, English Language Arts, Science), have content to be delivered (e.g., relevant knowledge to be acquired and skills to be developed that are appropriate to students' educational and career pathways). School counselors also specialize in helping students embrace the attitudes, behaviors and habits of mind that lead to success. An integral part of this process involves school counselors guiding students in developing their social-emotional skills and metacognitive abilities.

Three types of activities are essential to developing a learner-centered CBA school counseling curriculum: a) clearly articulating the standards and competencies students are expected to achieve by participating in the CBA curriculum, b) developing, documenting and delivering meaningful school counseling curriculum activities, and c) organizing the curriculum activities into a developmentally-appropriate curriculum scope and sequence.

This online module will enable you to develop/enhance and document your school counseling curriculum and organize it into a developmentally-appropriate scope and sequence. Steps are also provided to help you create a "Curriculum Framework for School Counseling" that demonstrates to others the breadth, depth and benefits of your program and how student outcomes will be improved by participating in it.

Knowledge exercises and templates are provide to help you articulate CBA competencies, document the steps to deliver the activity, and embed student assessments tied directly to the activity's expected student results. Templates for developing and documenting your curriculum scope and sequence are also provided.

More information on developing meaningful learning opportunities can be accessed at this link:

http://excellenceinschoolcounseling.com/develop-a-cba/develop-learning…unities-overview/

Assessing Student Progress and Proficiency

Students' progress toward, proficiency in and achievement of CBA student standards and competencies provide valuable information about student learning processes and learner outcomes. A primary result expected for students participating in the CBA school counseling program is that the CBA student standards will be achieved.

This module identifies key assessment processes and instruments that can be used to determine the extent to which students are progressing toward the CBA standards. Templates will be provided that gather and organize vital information used in the assessment processes. Key strategies for analyzing and reporting student data to constituent groups who need it to make informed decision are also provided.

More information on assessing student progress, pro can be accessed at this link:

http://excellenceinschoolcounseling.com/develop-a-cba/develop-student-…ssments-overview/

Collecting and Reporting Social-Emotional Data

Recent research is demonstrating that students' social-emotional learning (SEL) and metacognitive development are as important as cognitive development in educating the whole child, and in improving learner outcomes.

This module provides protocols for collecting, analyzing and reporting data on students' social-emotional development. The data is generated using a teacher-rated scale of SEL indicators based on the CBA's four constructs (motivation, self-direction, self-knowledge, relationships). It is called the Protective Factors Index. The data is analyzed to determine students' SEL needs, select appropriate interventions and assess the impact of delivering the interventions. The data is reported on, or along with, the students' academic report card at the end of each grading period.

More information on assessing and using students' SEL data can be accessed in the "Develop Student Assessment Overview" noted above.

A published study on a pilot that used the CBA as its framework and the PFI as its SEL data collection instrument can be accessed at this link:

http://tpcjournal.nbcc.org/wp-content/uploads/2016/09/Pages278-294-Harrington.pdf

Our response to the pilot study, which links the pilot implementation and results to the CBA's six building blocks can be accessed at this link:

http://excellenceinschoolcounseling.com/develop-a-cba/define-student-excellence-overview/research-conducted-on-a-cba/response-to-mtsssel-article/

Program Focused Professional Development Modules

Planning for a CBA

There is no substitute for effective front-end planning, ongoing monitoring of plan implementation and evaluation of the extent to which the expected results of implementing the plan have been achieved. It is critical that clearly-defined results, essential strategies and action steps, and measures all be defined at the beginning of the timeframe which the plan is intended to cover.

A CBA focuses on four types of plans: a) 3-year strategic plan, b) annual implementation plans, c) counselor-supervisor agreements and d) personal plans for achieving results. All four plans are necessary to successfully implement and manage comprehensive school counseling programs in a systematic and efficient fashion. This module provides protocols and templates to conduct a complete planning cycle for school counseling.

More information on planning for a CBA can be accessed at this link:

http://excellenceinschoolcounseling.com/deliver-a-cba-module-overview/plan-for-a-cba-overview/

Establishing a CBA Support Infrastructure

Successfully implementing a CBA school counseling program requires a reliable infrastructure that supports the program within the school and district. Among the key components of a reliable support system are roles and accountabilities, policies and protocols, a fluid communication network and substantive professional development. This module provides protocols and templates for developing and implementing these functions into a reliable support infrastructure.

More information on establishing a CBA support infrastructure can be accessed at this link:

http://excellenceinschoolcounseling.com/deliver-a-cba-module-overview/implement-a-cba-overview/

Program Evaluation

Continuous improvement of the school counseling program cannot be achieved without evaluating the efficacy and impact of the program on learner outcomes, program quality, counselor practice and the health of the school community. The CBA utilizes two types of evaluation:

− "Program Component Evaluation" examines the efficacy and impact of specific components, interventions and activities (e.g., a specific intervention conducted with a group of students, learner outcomes associated with a specific curriculum activity or unit of activities, the

efficiency of responsive services, the effectiveness of professional development opportunities). The impacts evaluated are generally short-term and are intended to improve a particular aspect of the program. Program component evaluation should be ongoing and focus on those areas in the greatest need of improvement.

– "Whole Program Evaluation" examines the efficacy and impact of the entire school counseling program and all of its parts. This type of evaluation is conducted every five-to-seven years and is intended to ascertain what long-term changes need to occur for the program to improve.

This module provides protocols and templates to help you conduct the type of evaluation that matches your needs. The results of the evaluation are used to develop and document a comprehensive plan for improvement.

More information on evaluating a CBA can be accessed at this link:

http://excellenceinschoolcounseling.com/deliver-a-cba-module-overview/evaluate-a-cba-overview/

Counselor Focused Professional Development Modules

School Counselor Performance Evaluation

Another important aspect of determining the quality of the school counseling program is to conduct school counselor performance evaluations based on the school counselors' role and job responsibilities. Are school counselors understanding and delivering the program so that it results in maximizing students' learning potential, supports academic achievement, and prepares students to benefit from educational and career opportunities in the postsecondary world. The purpose of school counselor performance evaluation is to improve counselor practice. Performance evaluation systems, therefore, must evaluate counselors using criteria that are directly related to their role and job responsibilities. Otherwise, it is impossible to generate the type of feedback to counselors that actually has the capability of affecting positive changes in school counselors' thinking and behavior.

This module provides the protocols and assessment instruments to conduct school counselor performance evaluations. These can be used by those responsible for evaluating counselor performance, or as a personal exercise for school counselors to use to self-assess their performance and its impact on students and the school counseling program.

Customized Professional Development

Substantive and meaningful professional development is required to successfully implement comprehensive school counseling programs. This module is used to custom developed professional development opportunities of your choosing.

School Counselor Collaboration with Others

School counseling programs do not operate in isolation. They are an integral part of a school community, both in terms of individual schools and district-wide. It is of the utmost importance, therefore, that school counselors interact with other constituent groups in the school community,

primarily teachers, parents, and building leaders in support of students' development and academic achievement. This module will help you evaluate the collaborative needs in your school and develop a plan for maximizing your collaborative efforts.

Contact Us Today

Let us help you get started on using a CBA to improve your school counseling program, student outcomes and counselor practice.

Send an email message to karl@excellenceinschoolcounseling.com.

Or call: 401-726-8954.