



Excellence

IN SCHOOL
COUNSELING™

CBA Developed to Address Needs

**Greater reliance
on research and evidence-
based practice**

**Increase direct contact
between students
and school counselors**

**Increase use of
challenging school
counseling curriculum**

**Eliminate counselor duties
that reduce direct contact
with students**

**Increase use of data
and data-based decision
making processes**

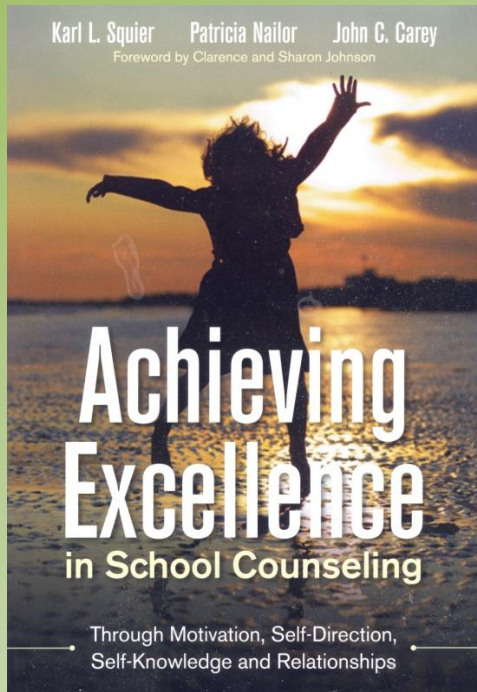
**Increase relevant
and substantive
professional development**

**Increase awareness of
contribution school
counselors make**

**Balance one-on-one,
group and whole class
interactions with students**

Articulated in Three Formats




Book



CBA Toolkit



CBA Website

| | | | | | | | |
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|  | A Construct-Based Approach (CBA) to Implementing Comprehensive School Counseling Programs | | | | | |  Cart |
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Focus on Student Learning

Support

Support student learning, development, achievement, and well-being

Respond

Respond to students' metacognitive and social-emotional needs

Help

Help students learn how to learn, plan for success, and cope with challenges

Constructs and Sub-Constructs

Motivation

Achievement Motivation
Intrinsic/Extrinsic Motivation
Self-Determination
Possible Selves
Self-Efficacy

Self-Knowledge

Metacognitive Awareness
Metacognitive Skills
Attributional Styles
Causal Attribution
Learned Optimism

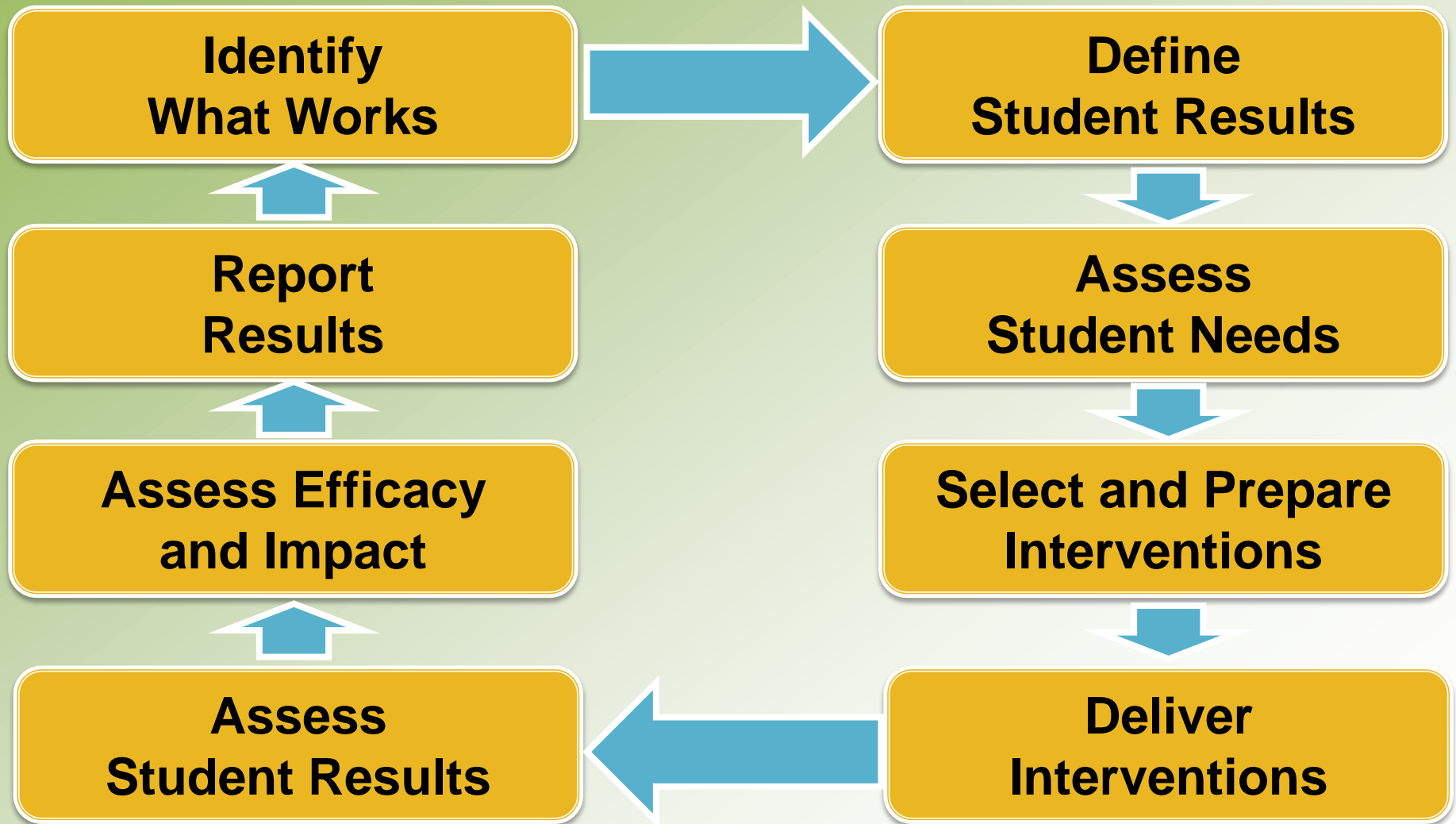
Self-Direction

Self-Directed Learning
Self-Regulated Learning
Self-Regulation of Emotions
Executive Functions
Goal Setting/Planning

Relationships

Social Skills
Help-Seeking
Critical Consciousness
Social Justice

Making Research Meaningful in a Learner-Centered CBA



Expected Results from Implementing a CBA

**Student
Results**

**Program
Results**

**Organization
Results**

**Counselor
Results**

**What
students are
expected to
know and
demonstrate**

**What
a quality
program is
expected to
exhibit**

**How well the
school/district
supports the
counseling
program**

**How
counselors
are expected
to prove their
competence**

**A CBA defines these four types
of results as Standards of Excellence**

CBA Standard Statements

Motivation

- Describe how their own motivation structure and patterns affect their current and future lives
- Articulate a positive vision of their future that motivates present behavior
- Consistently apply effective self-motivational techniques

Self-Direction

- Assess the factors responsible for their academic success and challenges and adjust their behavior accordingly
- Demonstrate the self-direction, initiative and skills necessary for achievement and success
- Maintain focus despite stress, anxiety and setbacks

CBA Standard Statements

Self-Knowledge

- Describe how their unique characteristics impact their current and future lives.
- Demonstrate how their skills and talents contribute to their success.
- Discuss how their values and interests inform their decisions and actions.

Relationships

- Engage in collaborative and mutually beneficial relationships to promote individual and group success.
- Assess when they need help from others and seek assistance.
- Demonstrate fairness, respect and equity in relationships with others.

A VISION TO LIVE BY

School Counselors Making a Difference in Student Lives

Construct-Based Approach (CBA)

Constructs that inform school counseling student standards, learning opportunities and assessments

Motivation

Self-Direction

Self-Knowledge

Relationships

Student Results

Highly motivated, self-directed learners who are knowledgeable about themselves, engaged in meaningful relationships, and developing as contributing members to society and the well-being of our world.

A CBA Uses Two Types of Student Results

Competencies

Proficiency building results to be achieved along the PreK-12 learning continuum

Standards

End results to be achieved by the time students graduate from high school

Standards and Competencies

PreK-12 Learning Continuum

Proficiency Building Results (PreK-12)

End Results (by Graduation)

Context-Sensitive Competencies

Construct-Based Standards

Contexts

Academic Support
Student Planning
College and Career Readiness
Personal Growth
Social Interaction

Constructs

Motivation
Self-Direction
Self-Knowledge
Relationships

Building Blocks for Excellence

DEVELOP

1

Define Student
Excellence based
on Research

2

Develop
Learning
Opportunities

3

Develop
Student
Assessments

DELIVER

4

Plan
for a
CBA

5

Deliver
a
CBA

6

Evaluate
a
CBA

Primary Components of a Learner-Centered CBA School Counseling Program

1

**Standards
of Student
Excellence**

2

**Competency-
Based
Learning
Opportunities**

3

**Student
Assessments**

These components are inextricably related. They should only be discussed in relation to, and never in isolation from, each other

CBA Curriculum Characteristics

Construct-Based

Four research-based constructs

Organized-Aligned

Scope and sequence aligned with standards

Context-Sensitive

Five relevant school counseling contexts

Rigorous

Challenging students to learn and achieve

Results-Focused

Standard and Competency Statements

Opportunity-Rich

Learn, apply learning, demonstrate proficiency

Assessment-Ready

Student assessments embedded in curriculum

Data-Decisive

Data-based decision making and action

Assessing Student Progress, Proficiency and Achievement

**Assessing
Current Proficiency**

**Assessing Proficiency
Following Interventions**

**Assessing Proficiency
at Key Transitions**

**Assessing Proficiency
at End of Program**

**Data-Based
Decisions
Support
Student
Learning,
Achievement
and
Well-Being**

Major Uses of Student Assessments

**Assess
Student
Needs/Status**

**Plan
Activities/
Interventions**

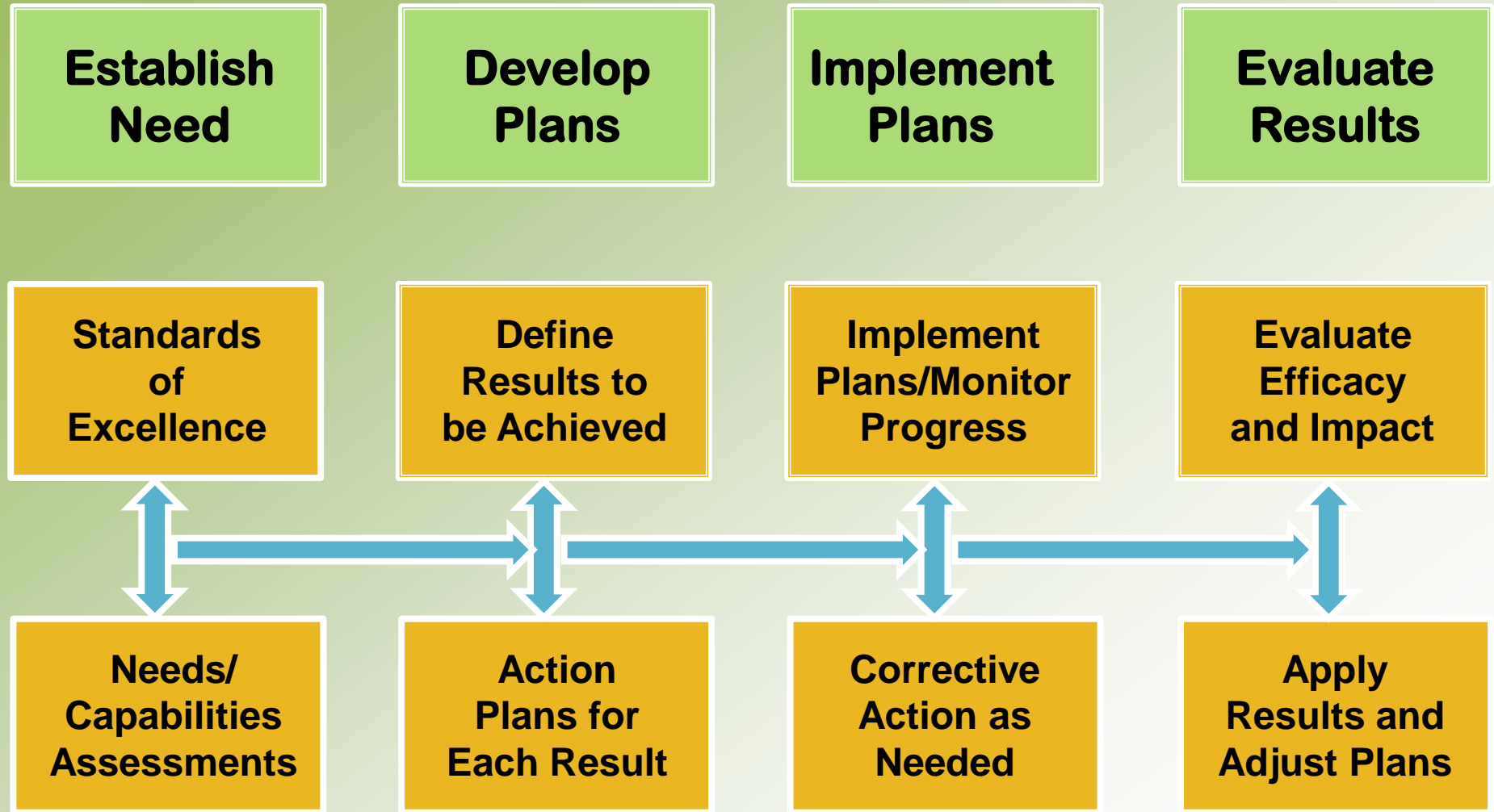
**Evaluate
Activities/
Interventions**

**Determine
needs,
progress,
proficiency,
achievement**

**Generate
data to
effectively
plan what to
deliver**

**Generate
data to
evaluate
efficacy and
impact**

Complete CBA Planning Cycle



Four Types of CBA Plans

1

Strategic Plans
District-wide three year plan

2

Annual Implementation Plans
School-based plans for school year

3

School Counselor-Supervisor Plans
Collaborative plans to achieve results

4

Personal Plans
Counselor plans for personal results

Implementing a CBA

Curriculum

**Curriculum
Delivered to All
Students**

**Individual
and Group
Interventions**

**Student
Assessments**

Plans

**Strategic
Plans**

**Annual
Implementation
Plans**

**Counselor-
Supervisor
Agreements**

Personal Plans

Infrastructure

**Roles and
Accountabilities**

**Policies and
Protocols**

**Communication
Network**

**Professional
Development**

Three Types of CBA Evaluation

Intervention

The use of observation and systematic data collection methods to assist local decision making in the short term related to discrete interventions and specific activities that are components of the program.

Program

The use of observation and systematic data collection methods to assist local decision making in the long term about the directions and components of the program as a whole. Conducted every five to seven years.

Counselor

The use of dialog and self-reflection to establish performance goals related to school improvement and personal growth, produce evidence of proficiency, and demonstrate the ability to achieve positive results.

Three Key Questions in Program Evaluation

1

**Student
Achievement**

**Are students
developing
expected
levels of
competence
and results?**

2

**Customer
Satisfaction**

**Are
constituent
groups
satisfied with
program
results?**

3

**Evidence-
Based**

**Is the
program
based on
research and
using best
practices?**

School Counselors Make a Difference in Student Lives

- **A CBA helps to establish a vibrant community of dialog, self-reflection and collaboration**
- **As members of this community, counselors hold themselves accountable for making a difference in student s' learning and lives**
- **We are committed to excellence because we recognize the opportunities and potential that would be lost to our students and our world if we were not there to guide them along their way**

Community of Dialog , Self-Reflection and Collaboration

- Reflect on what we are doing**
- Dialog about how to improve**
- Act collaboratively to improve counseling programs and practice**
- Ensure a continuously improving community dedicated to student achievement, success and well-being**