Purpose of Exercise

The CBA Brain Dump and Crosswalk Exercise is a multi-functional template that will enable you to:

− List all activities you perform that you consider to be essential to your role and responsibilities as a professional school counselor.

− Assign a category to each activity that allows you to organize what you do into groups of activities that perform similar functions. The template allows you to group activities at both global and detailed levels. A key feature of this template is that it enables you to distinguish between school counseling curriculum activities and non-curriculum activities. Each type requires use of a different template and process.

+ Curriculum activities meet specific requirements in order to be included in the CBA school counseling curriculum. These activities are organized into a developmentally-appropriate scope and sequence, documented using a standardized template and disseminated as part of a Curriculum Framework for School Counseling.

+ Non-curriculum activities include everything you do that is not part of the curriculum development and delivery process. These activities are performed in support of student learning but do not involve direct instruction to students. They are documented using a standardized policies and protocols template discussed in the "Deliver a CBA" module on the *CBA Website*.

− Align the activities you have identified as part of your school counseling curriculum with the CBA constructs and sub-constructs. The template allows for categorizing activities at both the construct and sub-construct levels. This process will allow you to identify what curriculum activities you are already delivering or planning to deliver to students that can be considered as part of a CBA curriculum, thus providing you with a starting point for developing a full CBA school counseling curriculum.

− Specify the level and/or grade in which the curriculum activity is delivered. This allows you to sort the activities in preparation for developing a CBA school counseling scope and sequence.

− Identify and add titles for new curriculum activities that fill in gaps identified in your crosswalk between your current curriculum and the CBA constructs and sub-constructs.

− Designate the documentation status of each activity (Complete, Needs Revision, New) to assist in curriculum development planning efforts.

The template can be sorted in a variety of ways to show what you have in place in terms of a comprehensive CBA school counseling curriculum and what you need to develop, modify or add to your current curriculum.

Before You Begin

Understand Curriculum Development as a Multi-Year Effort

As is noted above, this template is multi-functional and can help in identifying what activities will be included in the curriculum and in your curriculum planning and development process. It is important to keep in mind that the template captures and organizes information essential to a multi-year effort to fully develop a comprehensive CBA school counseling curriculum. These processes are iterative in nature and require well-considered decisions and actions over an extended period of time. The initial use of the template is to help you get started at deciding what to include in your curriculum and develop a systematic plan for developing it.

Recognize the Difference between Curriculum and Non-Curriculum Activities

Deciding whether or not an activity you currently teach students can be considered as part of a CBA school counseling curriculum is critical to completing this exercise. The exercise requires you to identify activities that meet specific requirements related to direct instruction to students by school counselors and activities that support student learning but do not involve direct instruction. The requirements for designating an activity as "curriculum" are as follows:

- The activity specifies results students are expected to achieve (standard and competency statements). Competency statements (activity-specific learning targets) are aligned with a general set of school counseling student standards (e.g., CBA student standards, ASCA student standards, career development student standards).

- The activity contains content to be delivered to students (knowledge, skills, attitudes/behaviors/habits of mind).

- The activity contains a series of concurrent and sequential steps required to successfully deliver the activity to students.

- The activity contains assessments capable of generating data regarding student progress, proficiency and achievement related to the specific results students are expected to achieve by participating in the activity.

- It is preferable, but not required at this point, for the activity to be documented. However, if the above criteria are met in practice without the activity being documented, assignment of one of the curriculum codes is permitted.

Familiarize Yourself with the Template Headers

The "Brain Dump and Crosswalk Exercise" template contains three rows in the header:

Complete for All Activities				Curriculum Activities Only				
A	B	C	D	E	F	G	H	I
#	Activity Name	T1	T2	A1	A2	EL	Grade	Status

– The top row divides the template into two sets of columns. Columns A through D are used to record all activities you perform in your role as professional school counselors. It allows you to "dump" everything you do from your brain by entering the names of all the activities you perform. This set of columns is completed for all activities. Columns E through I are completed only for those activities to which a "curriculum" code is assigned.

– The middle row specifies the column labels.

– The bottom row identifies the type of information to be input into that column.

Familiarize Yourself with the Template Codes

Columns C through I all require codes to be input for each activity. Code lists are provided in Appendix A of this file and also at the end of the "CBA Brain Dump and Crosswalk Template." The code designations reflect the authors' experiences and insights from conducting this exercise. Feel free to change any of the codes to ones that more accurately reflect your school counseling program, counselor practice and informational needs.

Step-by-Step Directions
for Completing the Template

The template is completed in three phases. Data input in Phases 1 and 2 will be processed at the conclusion of their respective phases, prior to entering the next phase. Use of this template assumes knowledge of the MS Word table and sorting functions.

#	Action Step	Description
1	Download instructions and template	– Create a "Brain Dump Files" folder on your hard drive. – Download the "Brain Dump and Crosswalk Exercise" Instructions and Template from the *CBA Website*. – Review the instructions and template.
2	Complete Column A	– Enter a reference number in Column A for each activity. You may wish to use this column to sequence rows. Use of this column is optional and is not required to complete the exercise. It is left blank until you decide to use it.
3	Complete Column B	– Enter the name of all counseling activities you perform/deliver, one activity per row. The order of entries is not important at this time since the table will be sorted once the list is complete. – When entering curriculum activities that are part of a series, enter a common title separated by a colon and followed by a specific title. For example: Executive Functions: Time Management, Executive Functions: Prioritization, Executive Functions: Monitoring Progress. This will yield more effective grouping of activities.

#	Action Step	Description
4	Enter codes in Column C or Column D	− Enter Type 1 (T1) Codes (e.g., 1.0, 3.0) in Column C (see Code Lists). This will give you a high-level grouping of your activities. − Enter Type 2 (T2) Codes (e.g., 1.1, 3.3) in Column D (see Code Lists). This will give you a detailed grouping of your activities. Depending on your needs, you can complete Colum C and/or D. Some prefer to initially complete Column C to gain a general sense of the groupings and then complete Column D at a later time. − It should be remembered that curriculum activities in a CBA are planned interventions, not ad hoc one-time endeavors. You may identify some activities that you deliver that do not meet all the criteria for a curriculum designation but that you would consider developing as part of your curriculum in the future. In these instances, it is recommended that you enter the activity name and specify Code 3 (New) in the Status column (I).
5	Sort the table and save file	− Sort the table using Column C or Column D as your primary filter and Column B as your second filter. − Save the file you have just sorted. This is to protect what you have done so far.
6	Create two work files	− Use the "Save As" function to create two new files. Name one file "Curriculum Activities" and the other file "Support Activities." − The reason for creating the work files is to have the original file as a backup in case you mess up in the next phases. It also helps to separate out the two main groupings of your activities: curriculum vs. non-curriculum. These groupings use different processes and it is easier to divide the full list up for a more efficient process. − It is recommended that you include the date in the new filenames for purposes of version control. − The "Support Activities" file is used in the "Deliver a CBA" module on the Website and will not be discussed further in this section. − Keep the "Support Activities" file in the "Brain Dump Files" folder for later use.
7	Prepare the "Curriculum Activities" file	− In the "Curriculum Activities" file, highlight and delete all rows containing "T" codes 2.0 through 7.0. You will be left with just rows in the 1.0 series (1.1 through 1.6). These are the rows assigned the curriculum codes. − Save the file.
8	Complete Columns E and F	− Assign Alignment Codes (A1 or A2) in Columns E and/or F (see Code Lists) depending on whether you want a global and/or detailed grouping of the curriculum activities.

#	Action Step	Description
9	Complete Columns G and H.	– Assign Education Level (EL) Codes (e.g., 1, 3) in Column G and/or Grade (Grade) Codes in Column H (see Code Lists) depending on whether you want a global and/or detailed grouping of the curriculum activities.
10	Complete Column I	– Enter the Status (Status) Codes in Column I (see the Code Lists).
11	Sort the table	– Now that you have entered data related to your current curriculum activities, it is time to look at the extent to which you are aligned with the CBA constructs and sub-constructs. To accomplish this, you can sort the curriculum table by using Column E <u>or</u> Column F as your primary filter and Column B as your second filter. This will produce either a high-level construct-based (Column E) or a detailed construct/sub-construct-based (Column F) list of activities.
12	Review for Gaps	– Review the gaps in alignment at the sub-construct level. A core CBA curriculum has at least one activity for each sub-construct. For any sub-construct without an activity, decide on at least one activity (title) that can be developed to fill the gap. Or, you may think of additional activities that can be added to sub-constructs that already contain at least one activity. Use blank rows at the end of the table to input the activity name and complete entering the codes. Use Code 3 (New) in the Status column. You may need to add new rows to the table. – Once you have completed this task, re-sort the table and recheck to ensure that at least one activity is designated for each sub-construct. – You may wish to save a copy of this sorted version of the file or you can re-sort it at a later time.
13	Review Where the Activity will be Delivered	– Sort the table using Column G <u>or</u> Column H as your primary filter and Column B as your second filter. This will result in a alphabetic sequence of all activities spanning the K-12 learning continuum, sorted either by level or grade. – This information is useful in developing your CBA curriculum scope and sequence.
14	Review Curriculum Development Status	– Sort the table using Column I to group the activities by Complete, Needs Revision or New. This information is useful in planning your CBA curriculum development process. – You may also wish to sort the table using Column E or F as your first filter followed by Column B as your second filter. This information is useful in dividing up curriculum development responsibilities as different counselors will be completing these tasks depending on the levels and/or grades they serve.

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Appendix A: Code Lists

Type 1 (T1) and Type 2 (T2) Codes

Code	Activity
1.0	**Direct Instruction to Students**
1.1	– Whole Class Curriculum Instruction
1.2	– Group Curriculum Instruction
1.3	– Whole Grade/Whole School Curriculum Instruction
1.4	– Special Instructional Events
1.5	– Individual Student Planning
1.6	– One-on-One Tutoring
2.0	**Individual Student-Counselor Interactions**
2.1	– Academic Support Activities
2.2	– Career Support Activities
2.3	– Social-Emotional Support Activities
3.0	**School Counseling Program Support**
3.1	– Strategic and Annual Planning
3.2	– Data Generation, Analysis and Reporting
3.3	– Family and community engagement
3.4	– Attending Meetings/Serving on Committees
3.5	– Presentations/Public Relations
3.6	– Documentation
4.0	**Interfaces with Others**
4.1	– Counselor Interactions with Parents/Guardians
4.2	– Counselor Interactions with Teachers
4.3	– Counselor Interactions with Other Support Personnel
4.4	– Counselor Interactions with Building and Central Administration
4.5	– Counselor Interactions with Partnership
4.6	– Counselor Interactions with Outside Agencies
5.0	**Professional School Counselor Development**
5.1	Intradepartmental Professional Development
5.2	School/district-based Professional Development

Code	Activity
5.3	Self-Directed Professional Development
54	Counselor Performance Evaluation Activities
5.5	– Attending State, Regional or National Professional Conferences
6.0	**Non-Counseling Activities**
6.1	School Administrator Assigned Responsibilities
6.2	Central Administration Assigned Responsibilities
7.0	**Miscellaneous**
7.1	Activity Does Not Fit Any Category

Construct (C1) and Sub-Construct (C2) Codes

Code	Constructs and Sub-Constructs
1.0	**Motivation**
1.1	– Achievement Motivation
1.2	– Intrinsic and Extrinsic Motivation
1.3	– Self-Determination
1.4	– Possible Selves
1.5	– Self-Efficacy
2.0	**Self-Direction**
2.1	– Self-Directed Learning
2.2	– Self-Regulated Learning
2.3	– Self-Regulation of Emotions
2.4	– Executive Functions
2.5	– Goal Setting/Planning
3.0	**Self-Knowledge**
3.1	– Metacognitive Awareness
3.2	– Metacognitive Skills
3.3	– Attributional Styles
3.4	– Causal Attribution
3.5	– Learned Optimism
4.0	**Relationships**
4.1	– Social Skills
4.2	– Help Seeking
4.3	– Critical Consciousness
4.4	– Social Justice

Code	Constructs and Sub-Constructs
5.0	**None**

Level and Grade Codes

Level Code	Level Description
L1	– Primary (K-2)
L2	– Elementary (3-5)
L3	– Middle or Jr. High
L4	– High

Grade codes: K. 1, 2, 3, 4. 5, 6, 7, 8, 9, 10, 11, 12

Status Codes

Code	Level Description
1	– Documented in template. Meets quality documentation requirements. No revisions required.
2	– Exists but needs revision.
3	– Does not exist. Needs to be developed and added.

Description of Type Codes (T1 and T2)

The CBA Brain Dump exercise is a planning tool. It will help you identify and distinguish between the types of activities you currently perform in your role as professional school counselors. The results of this exercise will help you determine whether your current program is comprehensive in nature and whether the activities you perform are maximizing your ability to help students learn, achieve in school and succeed in life.

The exercise is called a brain dump because it allows you to record any and all activities that your feel are essential to your role as school counselor and to the successful delivery of your school counseling program. It also allows you to record activities you perform that you do not believe to be part of what school counselors do. Once you have dumped all this information out of your brain, the exercise will help you organize the activities into various critical aspects of your school counseling program.

You can assign the activities you list into seven different categories, each category having sub-categories to further classify the activities. The seven categories are described below.

1.0 Direct Instruction to Students

An important function of school counselors is the delivery of school counseling content: a) relevant knowledge to be acquired, skills that are appropriate to educational and career pathways to be developed, and c) attitudes, behaviors and habits of mind that lead to success to be developed and embraced. A school counseling curriculum is the primary vehicle for delivering learning opportunities that enable students to achieve these critical aspects of their learning

process. Direct instruction to students includes any learning opportunity in which students acquire knowledge, develop skills and embrace attitudes, behavior and habits of mind through interaction with school counselors and the school counseling program.

The identification of these learning opportunities will enable you to define your core school counseling curriculum and develop a scope and sequence that illustrates the breadth and depth of your school counseling program along with the results you expect your students to achieve through participation in these opportunities.

It is important, when completing the brain dump template, to list the names of individual curriculum or other activities, prefaced by the word "Lesson:" before the activity title. See the examples later in this document for how to structure the activity description.

2.0 Individual Student-Counselor Interaction

Student interaction with school counselors in multiple ways. This category focuses on one-on-one interactions between a student and a counselor. The interaction can address academic-related issues, career-related issues and/or social-emotional issues that require counselors to assist and guide students in their learning and development.

3.0 School Counseling Program Support Activities

School counselors perform and multitude of tasks that support the successful delivery of the school counseling program. The nature and complexity of the tasks vary greatly from planning to data to family and community engagement to attending meetings and serving on committees to name just a few. These activities are essential to the successful delivery of the school counseling program and ensure that the program is delivered efficiently and consistently to all students.

4.0 Interfaces with Others

Counselors also interact with others in the school community (e.g., teachers, parents, administrators, other department, and outside agencies and organizations). Recording these activities provide a profile of the types of relationships that are required to support the full implementation of the school counseling program.

5.0 Professional Development of School Counselor

Counselor evaluation asks school counselors to demonstrate their proficiency and expertise in performing the role of a professional school counselor. Education today requires highly qualified professional, whether they be teachers or school counselors. There are many activities that are associated with counseling preparing themselves for the evaluation process and providing evidence of their abilities and proficiency.

6.0 Non-Counseling Activities

There are often times activities that are assigned to school counselors which are not part of their role definition or job responsibilities. These activities take counselors away from doing the work for which they were hired and by taking them away disadvantage rather than advantage they are expected to help.

7.0 Miscellaneous

Some activities that you perform may not fit into any of the above categories. Rather than dismissing them, this category can be used to record them until it can be decided what to do with them. Feel free to change any of the categories and sub-categories with names that are more meaningful to you or more accurately reflect the activities you perform.