



## CBA Curriculum Documentation Instructions

### **Purpose of CBA Curriculum Documentation Template**

All CBA core curriculum activities listed in the Scope and Sequence should be documented in this template. Documentation serves multiple purposes:

- Identifies the learning opportunities that help students achieve the CBA school counseling student standards.
- Demonstrates how the activities are aligned with the CBA student standards and contribute to helping students achieve the standards by the time they graduate from high school.
- Articulates the results (competencies) students are expected to achieve through participation in the activity.
- Specifies the content (knowledge to be acquired, skills to be developed, attitudes/behaviors/habits of mind to be embraced) addressed by the activity and provides step-by-step instructions on how to deliver the content to students.
- Determines progress toward and achievement of the results students are expected to achieve by embedding activity-specific assessments in each learning opportunity.
- Enables counselors to monitor student progress, proficiency and achievement and determine additional support and interventions needed to help students having difficulty achieving the expected results in a timely fashion.
- Demonstrates the breadth, depth and challenging content of the school counseling curriculum to those outside the counseling department.
- Enables school counselors, in addition to those who developed the activity, to have a roadmap for understanding and successfully delivering the activity.

### **Field-by-Field Description of Data Elements in the Template**

The table below identifies the data elements included in the documentation template and provides suggestions on how to enter meaningful information into the template. A blank documentation template is provided in Appendix A. A MS Word version of the template can be downloaded from the *CBA Website* into which you can input your information. In addition, the Website contains sample documented CBA curriculum activities that are aligned with the

constructs and sub-constructs, and with the CBA Student Standards. Use the documented activities as examples of how to complete each field.

<b>Data Element</b>	<b>Description</b>
Title	<ul style="list-style-type: none"> <li>– The title should be concise and convey the essential nature of the activity (e.g., Interest Inventory, Conflict Resolution, Bullying Prevention, Interviewing, Problem Solving, Time Management).</li> <li>– The title can also identify specific populations for whom the activity is intended (e.g., Girl’s Group on Bullying, Career Exploration for Grade 10).</li> </ul>
Author(s)	<ul style="list-style-type: none"> <li>– Enter the name of the author(s) of the activity. You may also wish to enter the author’s organizational affiliation (e.g., school and/or district).</li> </ul>
Target Population(s)	<ul style="list-style-type: none"> <li>– Enter “All students” if the activity is to be delivered to all students in the specified grade(s). If the activity targets a specific population, enter the name of that population in this space (e.g., SPED, ELL).</li> </ul>
Grade(s)	<ul style="list-style-type: none"> <li>– Enter the grade or grades in which the activity will be delivered.</li> </ul>
Length of Session	<ul style="list-style-type: none"> <li>– Enter the length of the session (e.g., 50 minutes).</li> </ul>
# of Sessions	<ul style="list-style-type: none"> <li>– If the activity has multiple sessions, enter the number of sessions it will take to fully deliver it.</li> </ul>
Expected Student Results	<ul style="list-style-type: none"> <li>– We expect students to become competent (acquire relevant knowledge, develop appropriate skills, demonstrate attitudes, behaviors and habits of mind that lead to success) in the learning targets defined for the activity. Expected student results contain three parts:               <ul style="list-style-type: none"> <li>+ Competency statement. The outcome we expect students to achieve. A maximum of three statements per activity are recommended, although one or two well-constructed statement can be sufficient.</li> <li>+ Opportunities we provide students. This specifies the primary ways to engage students (e.g., lecture, discussion, small groups, role playing, videos, field trips).</li> <li>+ Assessments used. Identifies assessment instruments to be used to determine student progress toward achieving the result.</li> </ul> </li> <li>– A competency statement should begin with an action verb, be specific and measurable.</li> </ul>
Construct(s) Sub-Construct(s) School Counseling Contexts	<ul style="list-style-type: none"> <li>– Enter the CBA construct(s), associated sub-construct(s) and the relevant school counseling contexts that serve as filters for developing and delivering this activity. The constructs, sub-constructs and contexts are provided in Appendix B.</li> </ul>
CBA School Counseling Student Standards Addressed	<ul style="list-style-type: none"> <li>– The primary purpose of CBA curriculum activities is to help students learn what is expected of them and how to prepare to achieve the CBA student competencies and standards. The CBA Student Standards are provided in Appendix C.</li> <li>– Simply place a check mark or shade the appropriate cells to indicate with which CBA standards the activity is aligned.</li> </ul>

<b>Data Element</b>	<b>Description</b>
Supporting Research	<ul style="list-style-type: none"> <li>– A CBA is research based. It is important to know the research supporting your activity and whether it has been determined to be an evidence-based practice. To gain experience in finding out how research relates to your activity, use a search engine to search your topic or theme. Add the words “research findings” to your search criteria.</li> <li>– At least one research finding and/or evidence-based practice should be referenced. Bibliographic or web-based information on how to access the research should be provided.</li> <li>– Reference research that supports the use of this type of activity to help students learn and achieve. Include at least one idea that caught your attention and that you feel will make a difference in the way you approach and deliver this activity.</li> </ul>
Preparations	<ul style="list-style-type: none"> <li>– Preparations are the important actions that are taken to get ready to deliver the activity to students. Any steps taken prior to the first meeting with students are included here. Some tips on preparation steps are:               <ul style="list-style-type: none"> <li>+ Include gathering resources as preparation steps.</li> <li>+ Important contacts (e.g., scheduling time with a teacher, guest speaker) should be identified in the preparations.</li> <li>+ Key concepts and vocabulary should be identified, with definitions.</li> <li>+ Gathering resources (what is listed under <i>Resources</i>) should always be a preparation step.</li> <li>+ Scheduling of time and space needed (if conducted outside of classroom or regular class periods) should be specified.</li> <li>+ “Copy reproduction masters for this activity” should be a step if there are any handouts.</li> </ul> </li> </ul>
Resources	<ul style="list-style-type: none"> <li>– List resources needed to deliver this activity and specify which are provided within the documentation. All resources critical to the successful delivery of this activity should be listed.</li> <li>– Full bibliographic/ordering information for published works/products should be identified, especially copyrighted material.</li> <li>– Any reference to a handout or assessment instrument that is used with the students (e.g., pre- and post-instruments, questionnaires, vocabulary lists) must be included. If the attachment is available online, give the website.</li> </ul>

Data Element	Description
<p>Session Activities</p>	<ul style="list-style-type: none"> <li>- The session activity section contains three columns:               <ul style="list-style-type: none"> <li>+ The left column specifies the number of the action step and provides a numeric sequence of all session activities.</li> <li>+ The middle column (“Who”) specifies the primary actors who are responsible for completing the steps. For example: Counselor, Student, Counselor and Student.</li> <li>+ The right column (“Action Steps”) describes the action to be performed. It is recommended that each step contain only one discrete action to ensure clarity and proper sequencing.</li> </ul> </li> <li>- The session activities begin with your first meeting with students and conclude with your final meeting with students.</li> <li>- When considering how to develop your session activities, think about four types of actions you will take to deliver the activity to students:               <ul style="list-style-type: none"> <li>+ <b>Introductory Steps:</b> What you say to students and do to introduce this activity/session. For example, three introductory steps recommended for any activity are: a) “Introduce the purpose of the lesson and what students are expected to know and do as a result of their learning,” b) “Introduce key concepts and vocabulary essential to understanding the topic,” and c) Describe how they will be assessed and graded.” These steps will help students comprehend what is expected of them, begin to develop a conceptual understanding of the topic, and provide them with information related to how they will be evaluated.</li> <li>+ <b>Delivery Steps:</b> Concurrent and sequential steps you will take to deliver the lesson to students. Each step should consist of a discrete action.</li> <li>+ <b>Assessment Steps:</b> Steps you take to assess student progress toward the expected results. Identify how you are going to measure student progress toward the expected results. The assessments should provide students with an opportunity to demonstrate what they have learned and how well they are able to apply what they have learned in authentic contexts.</li> <li>+ Some recommended assessment steps that are applicable to all activities are: a) “Provide students with feedback on their performance” and b) “Use the assessment data to help students take appropriate actions to reinforce their learning strengths and address those areas that need to be improved.”</li> </ul> <p>You will make a choice during the actual delivery of the activity whether or not to use the assessment (not every activity has to be assessed every time). Regardless of whether you do so or not, it is important in the documentation to show that you have a way to determine student progress and help students use the results of the assessment to further their learning and development.</p> <li>+ <b>Closure Steps:</b> Steps you take to debrief students and bring the activity/session to closure. Recommended steps include: a) “Document the assessment results,” b) “Share the assessment results with the students,” and c) “Report data on student learning to those who need it to make informed educational decisions.”</li> </li></ul>

<b>Data Element</b>	<b>Description</b>
Session Activities, continued	<ul style="list-style-type: none"> <li>– Enter the specific steps needed to successfully complete this activity, making sure that all four types of steps discussed above are incorporated. Each action step should begin with an action verb and state specifically (in concrete terms) what needs to be done. The amount of detail for each action step should be consistent with how much information you would need if you were a new counselor picking up the documented activity and trying to deliver it. Add as many rows as you need to accommodate all of your steps.</li> <li>– This template is set up for a single session. If your activity contains multiple sessions, copy the “Session Activities” title and table and paste as many copies as you need. Enter the Session # in the header above the table. You may also wish to add a title for each session. Begin numbering the steps with Step 1 for each session.</li> </ul>
Data Gathering and Reporting	<ul style="list-style-type: none"> <li>– Two types of data are gathered: process data (what occurred) and outcome data (what results were achieved). Identify the types of data you will collect and the instruments you will use to collect it.</li> </ul>
Attachments	<ul style="list-style-type: none"> <li>– Attach any handouts or assessment instruments that are associated with this activity. Either include an electronic version of the attachment in this documentation file or provide information (e.g., website) where the resource can be accessed. This will facilitate use of the documented activity by others and ensure they do not have to try and figure out and develop what was in your head at the time you created the activity.</li> </ul>

## Step-by-Step Directions for Completing the Template

Use of this template assumes knowledge of the MS Word table and sorting functions.

<b>#</b>	<b>Action Step</b>	<b>Description</b>
1	Create a documentation schedule	<ul style="list-style-type: none"> <li>– All CBA core curriculum activities listed in the Scope and Sequence should be documented. Create a schedule for accomplishing this task, recognizing that this is a long-term project that can take multiple years and needs to be managed.</li> </ul>
2	Document priority curriculum activities	<ul style="list-style-type: none"> <li>– Review the activities listed in the Scope and Sequence and determine which ones should be documented first because of their importance in meeting current and emerging student needs.</li> </ul>

<b>#</b>	<b>Action Step</b>	<b>Description</b>
3	Deliver the activities	– The CBA core curriculum activities should be delivered in a systematic fashion according to the schedule in the Scope and Sequence. Documentation efforts are ongoing. You should not wait to deliver activities just because you have not had time to document them. However, the optimal time to document activities is when you are getting ready to deliver them.
4	Analyze and report curriculum-related student data	– Data gathered by assessments embedded in the curriculum are critical to providing immediate feedback to students and parents/guardians about progress toward expected results. Data from embedded assessments should be gathered and analyzed in a timely fashion, and used to adjust student learning plans and provide additional support and interventions.
5	Assess the impact of delivering the curriculum	– Delivery of the CBA core curriculum should be of the highest quality. It is important to assess the impact of delivering the activities on an ongoing basis so as to continuously improve it.
6	Include documented activities in a Curriculum Framework	– Include all documented CBA activities, along with your scope and sequence and assessment instruments in a CBA Curriculum Framework for School Counseling.

## **Appendices**

The following appendices are provided to assist in your curriculum documentation efforts:

- Appendix A: a blank copy of the CBA Documentation Template. A MS Word version of the template that can be used as an input template can be downloaded from the *CBA Website*.
- Appendix B: CBA Constructs, Sub-Constructs and Contexts.
- Appendix C: CBA School Counseling Student Standards

## Appendix A Title

<b>Author(s)</b>			
<b>Target Population(s)</b>		<b>Grade(s)</b>	
<b>Length of Session(s)</b>		<b># Sessions</b>	

### Expected Student Results

Competency Statements (As a result of participating in this activity, students will:)	Opportunities We Provide Students to Learn What is Expected of Them	Assessments Used with Each Competency Statement

### CBA Constructs, Sub-Constructs and Contexts Addressed

Construct(s)	Sub-Construct(s)	School Counseling Contexts

### CBA School Counseling Student Standards Addressed

Motivation			Self-Direction			Self-Knowledge			Relationships		
M1	M2	M3	SD1	SD2	SD3	SK1	SK2	SK3	R1	R2	R3

### Supporting Research

The following research focuses on the importance of this topic to student learning and/or effective practice in delivering it to students:

Citation	Research Summary Statement

### Preparations

Complete the following preparations prior to introducing the activity to students:

–

### Resources

The following resources are used in this activity:

–

### Session Activities

#	Who	Action Steps
1		–
2		–
3		–
4		–
5		–

### Student Assessments and Data Reporting

The following data will be gathered in this activity.

Assessment Instrument	What the Data will Demonstrate
	–
	–

### Attachments

The following attachments are used in this activity:

Attachment Name	Location of Attachment

## Appendix B

# Constructs, Sub-Constructs and Contexts

### Constructs and Sub-Constructs

Motivation	Self-Direction
Achievement Motivation Intrinsic and Extrinsic Motivation Self-Determination Possible Selves Self-Efficacy	Self-Directed Learning Self-Regulated Learning Self-Regulation of Emotions Executive Functions Goal Setting/Action Planning

Self-Knowledge	Relationships
Metacognitive Awareness Metacognitive Skills Attribution Styles Causal Attribution Learned Optimism	Social Skills Help Seeking Critical Consciousness Social Justice

### Relevant School Counseling Contexts

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

## Appendix C

# CBA Student Standards

<b>Constructs</b>	<b>#</b>	<b>Standard Statements</b> [As a result of the school counseling program, students are expected to know and do the following by the time they graduate from high school.]
Motivation	M1	Describe how their own motivation structure and patterns affect their current and future lives.
	M2	Articulate a positive vision of their future that motivates present behavior.
	M3	Consistently apply effective self-motivational techniques.
Self-Direction	SD1	Assess the factors responsible for their academic success and challenges and adjust their behavior accordingly.
	SD2	Demonstrate the self-direction, initiative and skills necessary for achievement and success.
	SD3	Maintain focus despite stress, anxiety and set-backs.
Self-Knowledge	SK1	Describe how their unique characteristics impact their current and future lives.
	SK2	Demonstrate how their skills and talents contribute to their success.
	SK3	Discuss how their values and interests inform their decisions and actions.
Relationships	R1	Engage in collaborative and mutually beneficial relationships to promote individual and group success.
	R2	Assess when they need help from others and seek assistance.
	R3	Demonstrate fairness, respect and equity in relationships with others.