



Hatching Results®

“Define” Component

Aligning the CSCP to Standards

October 4, 2023



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About the Presenters

Hello



Whitney Triplett, M.A., NCC

Executive Director, Hatching Results

- Co-founder/co-chair, [National School Counseling Leadership Conference](#)
- Co-author, [Hatching Results for Secondary School Counseling \(2019\)](#) & [Hatching Tier 2/3 Interventions in Your Elem SC Program \(2019\)](#)
- Former: district-level K-12 school counseling specialist; state association board member; adjunct instructor; high school counselor; RAMP recipient & lead reviewer



Angie Ness, MS, NCC

Lead PL Specialist, HatchingResults

- Former school counselor, K-12
- ASCA RAMP Reviewer
- Indiana SCA Emerging Leader
- Member of Comprehensive SC and SEL Strategic Priority Teams for Keep Indiana Learning
- Consultant for Comprehensive Counseling Collaborative of Elkhart County



Diana Gruman, Ph.D.

School Counseling Professor, Western Washington University

- School Counseling Program Director (15 yrs)
- Former elementary school counselor and college admissions professional (11 yrs)
- Current WSCA VP for Postsecondary Education, Former WSCA President
- Representative to ASCA School Counselor Educator Summit, 2021, 2023

Your OSPI Supporters



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Maria Muto, M.Ed.

Program Supervisor, Secondary School Counseling

- Former High School Counselor in five schools across three WA school districts including two ALE schools, and trained mentor through the the OSPI/WEA's NAKIA Academy for BIPOC educators.
- Data lover who believes that data not only informs our work, but is also a powerful tool for sharing all the amazing work that school counselors do.
- I love supporting Washington CSCP staff and advocate for the immensely important work that you do.



Kylie Massey, M.Ed.

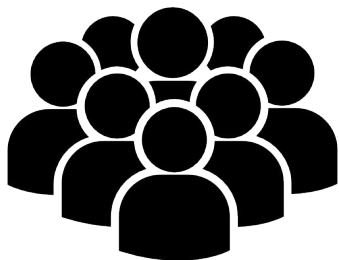
Program Supervisor, Elementary School Counseling

- Former Elementary School Counselor and district-level Counseling Specialist tasked with supporting the building of our district CSCP
- Firm believer that a rising tide lifts all boats, and that a true comprehensive school counseling program can be that tide!
- Beyond excited and committed to advocating for school counseling and supporting school counselors to do this incredible --and exhausting--work.



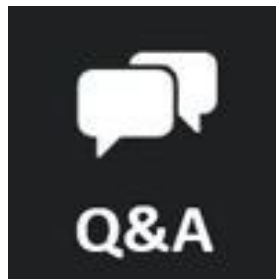
We have
both
worked as
school
counselors!

Our Shared Zoom Agreements :)



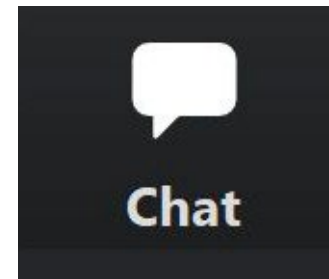
CONSIDER THIS A SAFE SHARED LEARNING SPACE

Please use language, tones, and approaches that enrich this learning environment for all :)



USE “Q&A” TO SUBMIT A QUESTION

We will aim to answer as many as possible in the time allotted



USE “CHAT” TO SHARE IDEAS & PRACTICES TO SUPPORT YOUR COLLEAGUES!

Setting the Stage with Purpose & Direction

Objectives



By the end of this webinar, we will be able to:

- Take steps to align our CSCP's to standards in meaningful and realistic ways
- Understand how use of standards helps CSCP staff positively impact students
- Locate resources related to CSCP standards

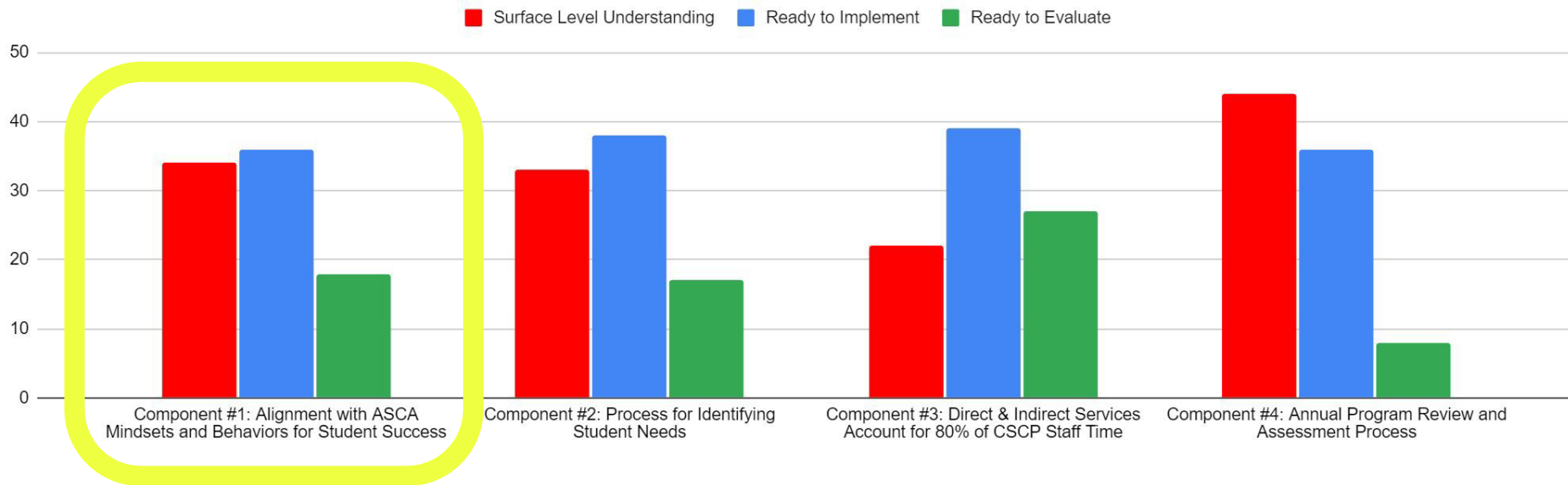
We are in YEAR2 of building our CSCPs

2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
"Year 0"	"Year 1"	"Year 2"	"Year 3"	"Year 4"	"Year 5"
SSB 5030 becomes law School boards required to adopt a "transition plan"	School sites <u>begin</u> implementation of a CSCP Districts <u>begin</u> building district-wide expectations, structures, etc.	School sites <u>implement</u> a CSCP Districts <u>adjust transition plan</u> as needed to make progress toward full implementation 			

Remember: It generally takes 3-5 years to fully implement a CSCP

We are using your feedback to make decisions!

CSCP Check-in Results



“Closing the Gap: The Science of School Counseling”

Data Mini-Series for CSCP Staff, 9:00-10:00 a.m.

Webinar #1: October 26 Identifying Gaps in the Data

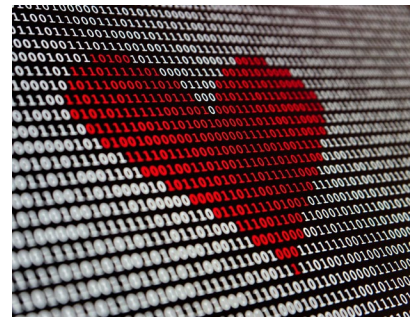
Webinar #2: November 29, Finding the RootCause

Webinar #3: December 13, Developing Meaningful Pre/Post Tests

Webinar #4: January 11 Determining Impact from Interventions

Webinar #5: January 24 Sharing Results

*[Subscribe](#) to the CSCP News & Notes newsletter to receive up-to-date registration and clock hour information!



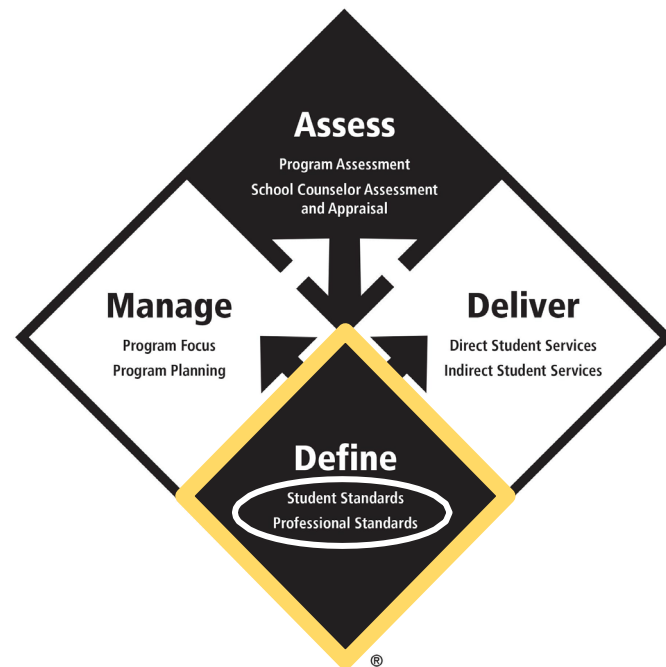
Pre-test

Please help us collect
some data for advocacy
purposes :)



Why Align the CSCP to Standards?

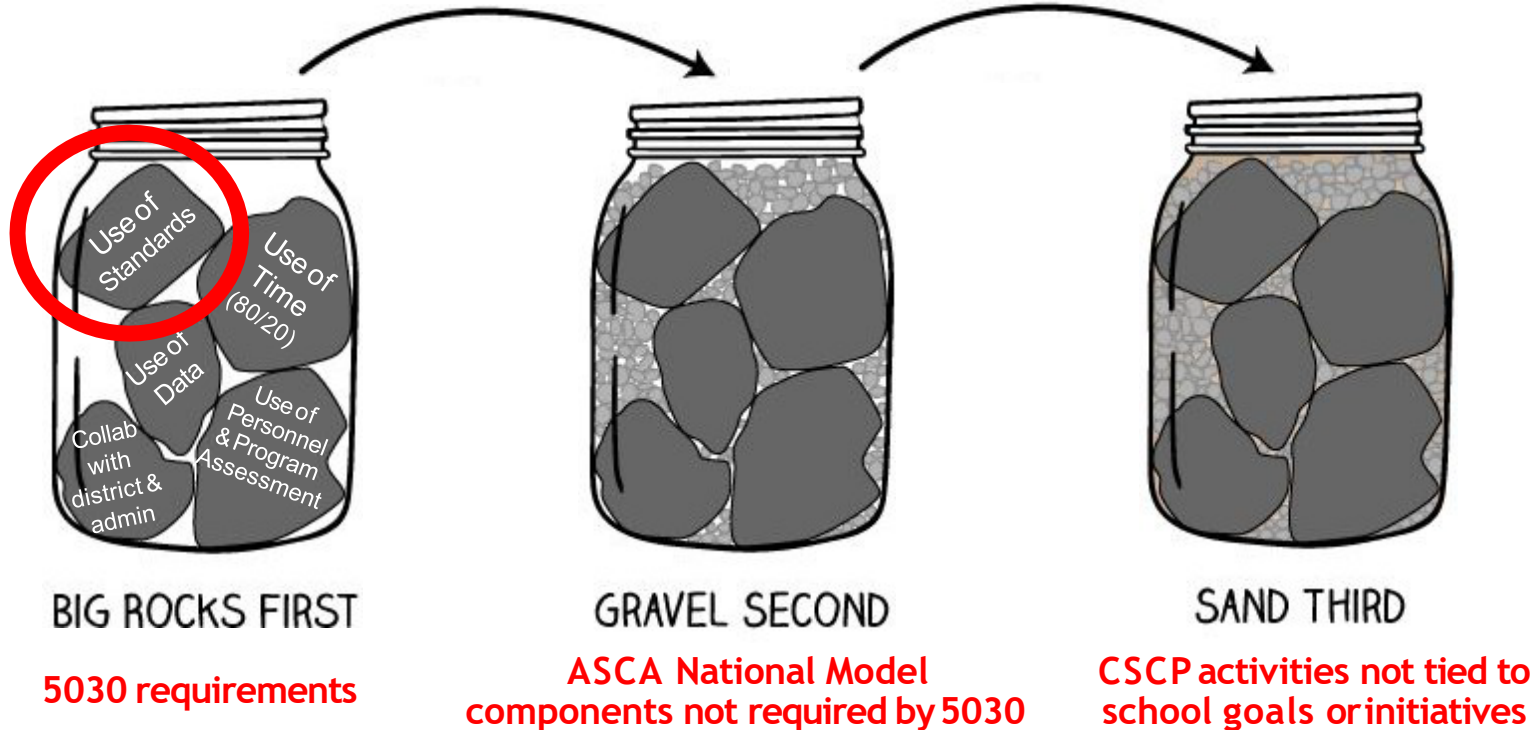
- **Student-centered approach** - helps us design our CSCPs with the best interests of students in mind
- **Clarity of purpose** - standards provide a clear understanding of what is expected from the CSCP
- **Provides consistency** in expectations for student learning from the CSCP
- **CSCP evaluation and improvement** - helps us identify areas for improvement so we can make necessary adjustments to better serve our students.
- **Improved communication** with other educators, families, and the community about the role and value of school counseling, which can lead to better collaboration and support for students



ASCA National Model, 4th Ed.
“Define” Component

STANDARDS: This is one of the CSCP's “big rocks”

Use of standards is a core component of a comprehensive school counseling program





CSCP Standards to Know

#1

ASCA Professional Standards & Competencies



ASCA School Counselor Professional Standards & Competencies

These are standards for *adults* (not students)

1. **Standards** (p. 2) - broad topics describing the attitudes, knowledge, and skills staff need to implement a CSCP
2. **Competencies** (p. 3-7) - More specific and measurable indicators of the behavior standards

Suggested use:

- Self-assess & formulate a personal PD plan
[ASCA Self-Assessment](#) | [Hatching Results Self-Assessment](#)

MINDSETS

School counselors believe:

- M 1. Every student can learn, and every student can succeed.
- M 2. Every student should have access to and opportunity for a high-quality education.
- M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- M 4. Every student should have access to a school counseling program.
- M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6. School counselors are leaders in the school, district, state and nation.
- M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation and assessment of a school counseling program.

Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	B-SS 2. Provide appraisal and advisement in large-group, classroom, small-group and individual settings	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	B-SS 3. Provide short-term counseling in small-group and individual settings	B-PA 3. Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	B-SS 4. Make referrals to appropriate school and community resources	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	B-SS 5. Consult to support student achievement and success	B-PA 5. Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	B-PA 6. Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a school		B-PA 7. Establish agreement with the principal and other administrators about the school counseling

#1

ASCA Professional Standards & Competencies



ASCA School Counselor Professional Standards & Competencies

Use these standards to self-assess & formulate a personal PD plan:

- [ASCA Professional Standards Self-Assessment](#)
- [Self-Assessment with Reflection Questions from Hatching Results](#)
- [ASCA School Counselor Performance Appraisal](#)

Share your self-assessment results with your supervising administrator:

- Discuss your areas of strength and areas needing support/PD
- Elevate any systems issues that may be barriers to upholding these standards



ASCA School Counselor Professional Standards & Competencies Assessment

School counselors use this document to:

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School/district administrators use this document to:

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance appraisal

School counselor education programs use this document to:

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a comprehensive school counseling program

ASCA SCHOOL COUNSELOR PROFESSIONAL STANDARDS & COMPETENCIES

MINDSETS

School counselors believe:

- ___ M 1. Every student can learn, and every student can succeed.
- ___ M 2. Every student should have access to and opportunity for a high-quality education.
- ___ M 3. Every student should graduate from high school prepared for postsecondary opportunities.
- ___ M 4. Every student should have access to a comprehensive school counseling program.
- ___ M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- ___ M 6. School counselors are leaders in the school, district, state and nation.
- ___ M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

PROFESSIONAL FOUNDATION

B-PF 1. Apply developmental, learning, counseling and education theories

- ___ a. Use human development theories to have an impact on developmental issues affecting student success
- ___ b. Use learning theory to support student achievement and success, including students with diverse learning needs
- ___ c. Use established and emerging evidence-based counseling theories and techniques that are effective in a school setting to promote academic, career and social/emotional development, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavior therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- ___ d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development
- ___ e. Use career development theories to promote and support postsecondary planning
- ___ f. Use principles of multitiered systems of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need

#2 ASCA Ethical Standards for School Counselors

These are also standards for *adults*

- Ethical practices required of CSCP staff
- Provides support and direction for self-assessment, peer consultation, and performance appraisal
- Outlines CSCP staff responsibilities to students, parents/guardians, colleagues, school district and employees, communities and the school counseling profession
- Informs the entire school community of the ethical practices, values and expected behaviors of CSCP staff



ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004, 2010, 2016, 2022)

Preamble

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. These standards are the ethical responsibility of all school counseling professionals.

School counselors have unique qualifications and skills to implement a comprehensive school counseling program that addresses pre-K-12 students' academic, career and social/emotional development needs. School counselors are leaders, advocates, collaborators and consultants who create systemic change to ensure equitable educational outcomes through the school counseling program. School counselors demonstrate the belief that all students have the ability to learn by advocating for and contributing to an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected and treated with dignity.
- A physically and emotionally safe, inclusive and healthy school environment, both in-person and through digital platforms, free from abuse, bullying, harassment, discrimination and any other forms of violence.
- Equitable access to a school counseling program that promotes academic, career and social/emotional development and improves student outcomes for all students, including students historically and currently marginalized by the education system.
- Equitable access to school counselors who support students from all backgrounds and circumstances and who advocate for and affirm all students regardless of but not limited to ethnic/racial identity; nationality; age; social class; economic status; abilities/disabilities; language; immigration status; sexual orientation; gender identity; gender expression; family type; religious/spiritual identity; and living situations, including emancipated minor status, wards of the state, homelessness or incarceration.
- Information and support needed to enhance self-development and affirmation within one's group identities.
- Critical, timely information, beginning with pre-K through grade 12, on how college/university, career and technical school, military, workforce and other postsecondary options can have an impact on their educational choices and future opportunities.
- Privacy that is honored to the greatest extent possible, which at times may be limited by school counselors' balance of other competing interests (e.g., best interests of students, the safety of others, parental rights) and adherence to laws,

policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

Purpose

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in collaboration with school counselors, state school counselor associations, school counseling district and state leaders, and school counselor educators across the nation to clarify the profession's norms, values and beliefs.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all individuals serving in a school counseling capacity, including school counselors, school counseling students/interns, supervisors/directors of school counseling programs and school counselor educators regardless of grade level, geographic area, population served or ASCA membership.
- Provide support and direction for self-assessment, peer consultation and performance appraisal regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, school district and employees, communities and the school counseling profession.
- Inform all educational stakeholders, including but not limited to students, parents/guardians, teachers/staff, administrators, community members, legal professionals and courts of justice, regarding the ethical practices, values and expected behaviors of the school counseling profession.

A. RESPONSIBILITY TO STUDENTS

A.1 Supporting Student Development

School counselors:

- a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- b. Foster and affirm all students and their identity and psychosocial development.
- c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development.
- d. Provide culturally responsive instruction and appraisal and advisement to students.
- e. Provide culturally responsive counseling to students in a brief context and support students and families/guardians in obtaining outside services if students need long-term clinical/mental health counseling.

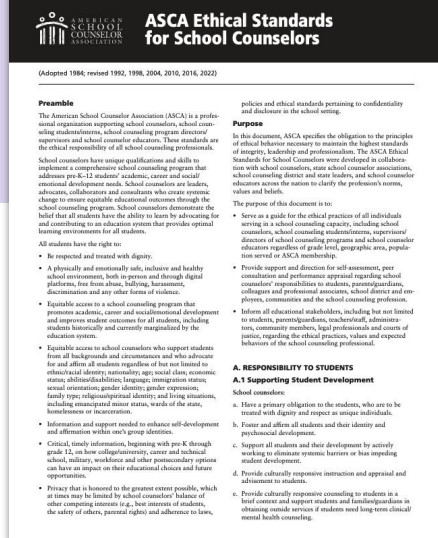
#2

ASCA Ethical Standards for School Counselors

Categories addressed:

- Responsibility to Students
- Responsibility to Parents/Guardians, School, and Self
- School Counselor Directors/Administrators/Supervisors
- School Counseling Practicum/Internship Site Supervisors
- Maintenance of Standards
- * Ethical Decision Making Model
- Glossary of Terms

When you're faced with an ethical dilemma and aren't sure what to do, this gives you a step-by-step process to follow! :)



#3

ASCA Mindsets & Behaviors for Student Success

These are standards for *students*

- 35 standards that describe the **attitudes**, **knowledge**, and **skills** that students should be able to demonstrate as a results of the CSCP
- Each standard can be applied to all 3 domains
- Grounded in research and best practices in **student achievement** related to noncognitive factors



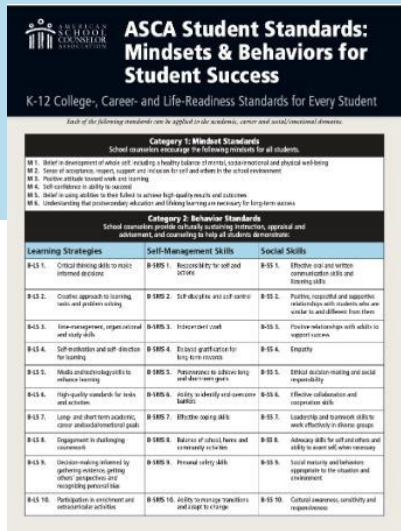
ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success		
Category 2: Behavior Standards School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

#3 ASCA Mindsets & Behaviors for Student Success



Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

MINDSETS: Psychosocial attitudes or beliefs students have about themselves in relation to academic work.

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies

Self-Management Skills

Social Skills

BEHAVIORS: Visible, outward signs a student is engaged and putting forth effort to learn.



#3 ASCA Mindsets & Behaviors for Student Success

Current Research:

- Reliability: **The research indicates that these standards show consistency over time**
- Researchers have found **correlations** between certain standards:
 - M1 & M2 correlate with the Social Skills standards
 - M3 correlates with the Learning Strategies standards
 - M4 correlate with the Self-Management Skills standards
 - M5 & 6 correlate with the Learning Strategies standards
 - Self-Management Skills most highly correlated with the other behaviors
- What this means for CSCP staff:
 - You can choose correlated categories when selecting standards for lessons
 - We can trust these standards as practitioners! :)



Dr. Diana Gruman &
Dr. Laurie Carlson presenting
their research at the 2023
[Evidence-Based School
Counseling Conference](#)

#3 ASCA Mindsets & Behaviors for Student Success

Suggested uses:

- Assess **student growth** and development
- Guide the development of **lesson plans**, strategies, activities, and other supports
- Operationalize the standards by **writing competencies** aligned to specific standards which become the foundation for lessons and interventions

Standard	Sample Lesson Objective
M 4. Self-confidence in ability to succeed	By the end of the lesson, students will feel more confident in their ability to succeed at school (attitude)
B-LS 3. Time-management, organizational and study skills	By the end of the lesson, students will be able to identify 3 strategies for remembering important information (knowledge)
B-SS 3. Positive relationships with adults to support success	By the end of the lesson, students will be able to ask the teacher questions in class at the appropriate time and in the appropriate manner. (skill)

#3 ASCA Mindsets & Behaviors for Student Success

Coolresource



ASCA Student Standards Learning Objectives Database

- Search for learning objectives that support the Mindsets & Behavior standards
- Each learning objective is designed to meet student developmental needs and align with academic content

Use the links below to search for or submit a learning objective that supports specific standards from the ASCA Student Standards: Mindsets & Behaviors for Student Success.

[Search](#) [Submit](#)

Search Terms:

Search Filters:

Grade:
You may select more than one
None selected ▼

Domain:
You may select more than one
None selected ▼

Mindset Standards:
You may select more than one
None selected ▼

Behavior Standards - Learning Strategies:
You may select more than one
None selected ▼

Behavior Standards - Self-Management Skills:
You may select more than one
None selected ▼

Behavior Standards - Social Skills:
You may select more than one
None selected ▼

Common Core State Standards for English Language Arts:
Please select just one
None selected ▼

Common Core Standards for Mathematical Practice:
You may select more than one
None selected ▼

[Search](#) [Clear](#)

#3 ASCA Mindsets & Behaviors for Student Success

Coolresource



Classroom & Group Mindsets & Behaviors Action Plan

- Tool to help you align your classroom lessons and interventions with the standards
- Use this to identify all the Mindsets & Behaviors standards addressed through classroom and small group activities

[ES example](#) | [MS example](#) | [HS example](#)



Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides an overview of the delivery of direct services in large group (LG), classroom (Class) and small-group (SG) settings. This plan presents the topics addressed, while the annual calendar presents the schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Student Standards addressed through classroom and group activities. Although some activities address multiple standards, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all standards addressed through that activity.

School Name	Date Created	Most Recent Revision Date

Mindset Standards				
Mindset	Activity/Focus or Purpose	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being				
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment				
M 3. Positive attitude toward work and learning				
M 4. Self-confidence in ability to succeed				
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success				
Behavior Standards				
Learning Strategies	Activity/Focus or Purpose	Participants	Class/LG	SG
B-LS 1. Critical-thinking skills to make informed decisions				

#4 Washington SEL Standards

with a [culturally responsive lens](#)

- Crosswalks CASEL SEL national standards & ASCA Mindsets & Behaviors standard
- Curricular scope and sequence:
 - K-5: Sanford Harmony (classroom teachers)
 - K-5: Second Step & Steps to Respect (school counselors)
 - 6-12: Character Strong during homeroom
 - 9-12: Overcoming Obstacles (Cascadia)
- Measuring and Monitoring Growth:
 - Development of universal delivery action plans for each campus
 - Data (district & building level): Panorama, Homeroom School Data System
 - PBIS District Capacity Inventory & Building Level Data from Tiered Fidelity Inventories
 - CSCP Results Reports

Washington's K-12 SEL Standards and Benchmarks

Self	Social
Standard 1—Self-Awareness: Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports. Benchmark 1A: Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior. Benchmark 1B: Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets. Benchmark 1C: Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.	Standard 4—Social Awareness: Individual can take the perspective of and empathize with others from diverse backgrounds and cultures. Benchmark 4A: Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities. Benchmark 4B: Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups. Benchmark 4C: Demonstrates an understanding of the variation within and across cultures.
Standard 2—Self-Management: Individual can regulate emotions, thoughts, and behaviors. Benchmark 2A: Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways. Benchmark 2B: Demonstrates responsible decision-making and problem-solving skills.	Standard 5—Social Management: Individual can make safe and constructive choices about personal behavior and social interactions. Benchmark 5A: Demonstrates a range of communication and social skills to interact effectively with others. Benchmark 5B: Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways. Benchmark 5C: Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.
Standard 3—Self-Efficacy: Individual can motivate themselves, persevere, and see themselves as capable. Benchmark 3A: Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals. Benchmark 3B: Demonstrates problem-solving skills to engage responsibly in a variety of situations. Benchmark 3C: Demonstrates awareness and ability to speak on behalf of personal rights and advocacy.	Standard 6—Social Engagement: Individual can consider others and show a desire to contribute to the well-being of school and community. Benchmark 6A: Demonstrates a sense of school and community responsibility. Benchmark 6B: Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. Benchmark 6C: Contributes productively to one's school, workplace, and community.

[Explore the SEL standards](#)

[OSPI resources for the SEL standards](#)

[ASCA Alignment with WA SEL Standards](#)

Other Standards You Might Consider

Cool resource



- K-12: addresses developmentally-appropriate tasks at K-2, 3-5, 6-8, 9-12 grade bands
- Addresses identity, diversity, justice, & action

ASCA Student Standards Crosswalk with Learning for Justice Social Justice Standards

ASCA Student Standard Mindsets/Behaviors	Social Justice Standard – Identity
M.2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	1. Students will develop positive social identities based on their membership in multiple groups in society. 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. 3. Students will recognize that people's multiple identities interact and create unique and complex individuals. 4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
B.5.10. Culturally aware, sensitive and responsive	5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
ASCA Student Standard Mindsets/Behaviors	Social Justice Standard – Diversity
B.5.2. Positive, respectful and supportive relationships with students who are similar to and different from them	6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
B.5.1. Effective oral and written communication skills and listening skills	7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
B.5.2. Positive, respectful and supportive relationships with students who are similar to and different from them	8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
M.2. Sense of acceptance, respect, support and inclusion for self and others in the school environment	9. Students will respond to diversity by building empathy, respect, understanding and connection.
B.5.2. Positive, respectful and supportive relationships with students who are similar to and different from them	
B.5.4. Empathy	
B.5.10. Culturally aware, sensitive and responsive	10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

The College Board National Office for School Counselor Advocacy Eight Components of College and Career Readiness Counseling

The Eight Components of College and Career Readiness Counseling provide a systemic approach for school counselors to implement, across grades K-12 — elementary through high school and beyond, to ensure equity both in process and results.

- K-12: addresses developmentally-appropriate tasks at elem, middle, and high school
- 8 college and career standards

How do other CSCP staff support the standards?

- There may be a variety of staff roles supporting the implementation of the CSCP, and some roles are part of professions with unique standards
- 5030 is not intended to compromise anyone's professional identity - staff aren't being asked to deliver a support system that they don't have the professional training or expertise to deliver
- The ideal scenario is that all CSCP staff are supporting the CSCP in alignment with their own professional standards and collective bargaining agreement (if applicable)

School Social Workers	School Psychologists	College Access Staff	School Nurses
Professional Standards	Professional Standards	Professional Standards	Professional Standards
NASW Ethical Standards SSWA Ethical Standards	Ethical Standards	Ethical Standards	Ethical Standards



“Systemically Aligning” the CSCP to Standards

Connection to SSB 5030

SSB 5030 requires that school districts' written plan “establishes a comprehensive school counseling program that uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards.”

Version for
Schools:



[Word](#) | [GDoc](#)

Version for
District Leaders:



[Word](#) | [GDoc](#)

Section 1: Use of Standards				
SSB 5030 requires that school districts' written plan “establishes a comprehensive school counseling program that uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards.” These learning standards align with the three domains of a CSCP (academic, career, and social/emotional development) and are hyperlinked below: ASCA Student Standards, Mindsets and Behaviors for Student Success Washington Social Emotional Learning Standards				
	Current State of CSCP Implementation	Desired State of CSCP Implementation	Measures of Success (include evidence, such as alignment documents, templates, program plans, lesson plans)	
	1 Not yet in place	2 3 Partially in place	4 5 Fully in place	
1.1 School-level CSCP activities align with learning standards for academic, career, and social/emotional development.	Rating (1-5): Comments:		Short Term (next school year): Long Term (2-5 years):	
Based on your assessment above, how will you incorporate the <i>Use of Standards</i> components in the Comprehensive School Counseling Program plan implementation?				

Section 1: Use of Standards				
SSB 5030 requires that school districts' written plan “establishes a comprehensive school counseling program that uses state and nationally recognized counselor frameworks and is systemically aligned to state learning standards.” These learning standards align with the three domains of a CSCP (academic, career, and social/emotional development) and are hyperlinked below: ASCA Student Standards, Mindsets and Behaviors for Student Success Washington Social Emotional Learning Standards				
	Current State of Expectations/Structures	Desired State of Expectations/Structures	Measures of Success (include evidence, such as memos, guidance for implementation, policies)	
	1 Not yet in place	2 3 Partially in place	4 5 Fully in place	
1.1 District-level expectations and structures are in place to support sites in aligning their CSCP to the student standards listed above	Rating (1-5): Comments:		Short Term (next school year): Long Term (2-5 years):	
Based on your assessment above, how will the district incorporate the <i>Use of Standards</i> components in the Comprehensive School Counseling Program plan?				

What does “systemically aligned to standards” mean?

Dictionary

Definitions from [Oxford Languages](#) · [Learn more](#)

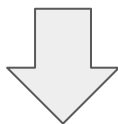


sys·tem·i·cal·ly

/səˈstemək(ə)lē/

adverb

in a way that relates to or affects the whole of something.



Means that standards relate to or affect the **whole CSCP**

CSCP Components to Align to Standards:

- Tier 1 CSCP **lessons**
- Tier 1 **HS and Beyond Plans**
- Tier 1 schoolwide **activities**
- Tier 2 **interventions** and supports
- **Systems change** efforts
(for when it's not a “kid issue” but a “systems issue”)

*Ensure policies/procedures are **in writing** to help you systemize

Recommendations for CSCP Staff

- **Determine district expectations** for aligning your CSCP to standards:
 - What does your board policy say?
 - Seattle Public Schools Board Policy 2140: *“The Board believes school counseling is vital to maximizing student achievement and wellness, supporting safe, compassionate learning environments, and developing students’ readiness for college, career, and life. To support school counseling, the district will develop a comprehensive school counseling program in alignment with best practices in state and national models.”*
- **Conduct a thorough review** of your CSCP lessons, activities, and supports to identify areas where your program is already in alignment with standards and areas where alignment is still needed.
- **Modify** your CSCP lessons, activities, and supports to **align with** the identified standards. This may involve creating new lessons, activities, or interventions, as well as revising existing ones.

Recommendations for CSCP Staff

- Develop a system for collecting data to assess progress toward meeting the identified standards.
- Engage with your supervising admin, teachers, families, and other stakeholders to communicate the importance of aligning your program with standards, to get feedback, and to gain their support.
- Maintain thorough documentation of your CSCP activities for reporting out on how they align with standards and its impact on ALL students and targeted students.
- Celebrate and share the successes and positive outcomes resulting from your aligned program, such as one-pager, flashlight presentations, results report)

Recommendations for Site Administrators

- Take a look at the standards included in this presentation and understand how they support student outcomes.
- Invest in role-specific professional development for your CSCP staff so they can stay updated on research, best practices, and innovations in order to implement effective strategies aligned to standards.
- Ensure that CSCP staff have a clear understanding of the expectations around aligning the CSCP to standards and reporting out results to stakeholders.
- Allocate time and resources for CSCP staff to align their programs to standards.
- Invest in data collection and analysis infrastructure that allows CSCP staff to track and measure their programs' impact on student outcomes in alignment with the standards. Provide role-specific training on using data effectively.
- Utilize the Administrator Monthly Check-In Tool for clarity, direction, and mutual agreement between CSCP staff and supervising administrator(s) related to the top CSCP implementation priorities for the school year

Recommendations for Site Administrators

- How do you know if your school has a comprehensive school counseling program (CSCP)?

Five look-fors:

1. “We” vs. “I” - Listen to how your school counselors talk about their program. (The school counselor is NOT the school counseling program.)
2. “All” vs. “some” - CSCP is for ALL students; Tier 1 means classroom presentations.
3. School counseling interventions are intentionally focused on “closing the gap”
4. All 3 domains are addressed: Academic; College/Career; and Social Emotional development
5. Policies and procedures are written down (SC handbook), placed on the master calendar, and widely known by students, staff, and parents.

Recommendations for District Leaders

- **Set district-level expectations** for aligning the CSCP to standards. **Communicate** these expectations to CSCP staff, school administrators, *and district office departments that assign work to CSCP staff.*
 - Example from [Vancouver Public Schools](#)
- Determine the **degree to which standards are currently being** used by CSCP staff and whether professional development is needed.

Recommendations for District Leaders

- Consider how the district office might support CSCP staff in aligning their programs to standards in a sustainable way, year after year (e.g. expectation that all CSCPs provide annual evidence of program alignment to standards).

Ideas:

- Establish an annual end-of-the -year data presentation, such as a [flashlight presentation](#).
 - What did you do?
 - Why did you do it?
 - How are students different as a result of it?
- Highlight schools that are doing this well and find out what is contributing to their success so it can be shared with other schools.

Post-test

Please help us collect
some data for advocacy
purposes :)



Let's check in!
What questions do you have?



Use the
Q&A



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(scan the QRcode below on your smartphone)



<https://www.surveymonkey.com/r/K2GHDRX>

Select: "5030: Standards/"Define""

Trainer: Whitney Triplett & Angie Ness

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