

Learning Targets

This text will prepare readers to

CHAPTER 1

Attitudes

- *Believe* in the importance of developing schoolwide counseling core curriculum action plans
- *Believe all* students deserve to receive school counseling curriculum
- *Believe* in the importance of school counselors taking an active role in core implementation

Knowledge

- *Explain* the purpose behind standards-based education
- *Understand* why guidance curriculum is now called school counseling curriculum
- *Identify* the Common Core action steps for school counselors as recommended by Achieve.

Skills

- *Develop* a schoolwide core curriculum action plan
- *Locate* Common Core information on the achieve.org website
- *Analyze* a Schoolwide Core Curriculum Action Plan and make suggestions for improvement

CHAPTER 2

Attitudes

- *Care* about helping every single student
- *Believe* “some students need more”
- *Believe* in the importance of using data to drive interventions

Knowledge

- *Define* intentional guidance
- *Identify* the professional competencies aligning with the intentional guidance activity
- *Explain* how intentional guidance aligns with dropout prevention

Skills

- *Draw* a four-tiered RTI pyramid
- *Draw and label* the evidence-based model in school counseling practice
- *Conduct* a discussion on intentional guidance versus intentional school counseling

CHAPTER 3

Attitudes

- *Believe* in the value of collecting data
- *Believe* using data can effect change in students
- *Believe* it is important to chart goals, objectives, and outcomes

Knowledge

- *Identify* accessible sources of school data
- *Identify* achievement-related data
- *Describe* the purpose of data collection

Skills

- *Locate* data via online data resources
- *Draw* a visual that explains data linkages
- *Create* reasonable, measureable outcome goals

CHAPTER 4

Attitudes

- *Believe* it is important to disaggregate data
- *Believe* it is important for school counselors to be experts in certain data sets
- *Believe* it is important to use data to design interventions

Knowledge

- *Compare and contrast* process, perception, and results data
- *Explain* the ASK acronym
- *Define* immediate, intermediate, and long-range data

Skills

- *Draw* the Hatching Results conceptual diagram
- *Explain* the conceptual diagram for intentional guidance
- *Create* the conceptual diagram for systems change

CHAPTER 5

Attitudes

- *Believe* in the importance of including both perception and results data in action plans
- *Believe* efforts should be made to align lesson delivery with subject areas
- *Believe* in the importance of administrator collaboration and approval of action plans

Knowledge

- *Describe* the prongs of the two-pronged approach
- *Explain* the guidelines for using curriculum and intentional guidance action plans
- *Discuss* priorities and considerations when developing action plans

Skills

- *Create* a curriculum action plan for their school
- *Create* an intentional guidance action plan for their school
- *Evaluate* an action plan and provide feedback

CHAPTER 6**Attitudes**

- *Believe* in the importance of using referral forms
- *Believe* surveying at-risk students will provide for better-targeted interventions
- *Believe* using the fishnet approach will help students receive more appropriate interventions

Knowledge

- *Describe ways* to garner faculty input on school counseling core curriculum
- *Define* when and how to use the fishnet approach
- *Identify* which group curriculum is evidence based

Skills

- *Construct* curriculum surveys for parents and teachers
- *Create* surveys for at-risk students
- *Create* pre/post conference surveys for students and parents
- *Create* school counselor referral forms
- *Create* a menu of services
- *Locate* free online curriculum resources

CHAPTER 7**Attitudes**

- *Believe* school counselors are teachers too
- *Believe* school counselors must assess the impact of their lessons
- *Believe* creating pre/post tests is a well-developed skill that requires practice

Knowledge

- *Differentiate* between the three types of questions used on pre/post tests and when to use each one
- *Explain* the difference between construct validity and content validity
- *Identify* the difference between surveys and pre/post tests

Skills

- *Create* a pre/post test assessing students' attitudes, knowledge, and skills
- *Create* a post-only test
- *Critique* a colleague's pre/post test

CHAPTER 8

Attitudes

- *Care* deeply about access and equity for *all* students
- *Believe* students are advantaged or disadvantaged by the voices and actions of school counselors
- *Believe* risk taking is no longer optional behavior

Knowledge

- *Define* the school counselor's role as a social justice agent for change
- *Describe* the role of data in systems and policy reform
- *Identify* an example of an opportunity gap

Skills

- *Facilitate* a discussion about data
- *Recognize* achievement gaps for specific student populations
- *Identify* a system issue as opposed to student issue
- *Prepare* and present a PowerPoint of schoolwide data to faculty

CHAPTER 9

Attitudes

- *Believe* in the importance of planning and calendaring
- *Believe* in the importance of prioritizing activities "worth a master's degree"
- *Believe* in importance of creating an annual agreement

Knowledge

- *Explain* the professional responsibilities of school counselors
- *Explain* the difference between a starter and a utility player
- *Discuss* methods of assigning students to counselors
- *Explain* strategic planning of office hours
- *Describe* how student-to-counselor ratios affect schedule planning
- *Define* the school counselor's role in discipline
- *Define* the school counselor's role in SST, 504 plan, and IEP teams
- *Define* the school counselor's role in master schedule building

Skills

- *Create* a detailed monthly calendar of events and activities
- *Draft* a list of responsibilities for secretaries and assistants
- *Create* an annual agreement

- *Initiate* a “Counselor of the Day” system for urgent needs at their school
- *Plan* and organize meetings with colleagues
- *Complete* a “Plates Are Full” activity

CHAPTER 10

Attitudes

- *Believe* in the value of creating and completing results reports
- *Believe* sharing program results can lead to systemic change

Knowledge

- *Describe* the difference between program evaluation and research
- *Identify and explain* five reasons why measuring results is important
- *Discuss* the concept of “impact over time”
- *Differentiate* between “improvement” and “increase” when calculating percentages

Skills

- *Create* a results report for their district
- *Calculate* percentage improvement in school data
- *Create* graphs and charts reporting school data

CHAPTER 11

Attitudes

- *Believe* data collection does not have to be a daunting process
- *Believe* in the importance of starting with measuring one thing well.

Knowledge

- *Identify* the steps to creating a core curriculum Flashlight PowerPoint
- *Identify* the steps to creating an intentional guidance Flashlight PowerPoint
- *Demonstrate* where to locate instructions for what to say during a staff presentation

Skills

- *Create* a Flashlight PowerPoint
- *Present* a Flashlight PowerPoint to teachers and school administrators
- *Complete* a Flashlight rating scale rubric

CHAPTER 12

Attitudes

- *Believe* in the importance of assembling Flashlight Packages
- *Believe* in adapting Flashlight Packages to fit the needs of their district
- *Believe* they can create Flashlight Packages (just like Barbara!)

Knowledge

- *List* the components of a Flashlight Package
- *Describe* the benefits of a Flashlight PowerPoint
- *Identify* CESCAL's website as a Flashlight resource

Skills

- *Complete* a Flashlight Package
- *Provide* an evaluation critiquing their Flashlight or a colleague's
- *Write* a reflection on your Flashlight experience

CHAPTER 13

Attitudes

- *Believe* they are owners, not renters
- *Believe* in the importance of professional association membership
- *Believe* obstacles present valuable opportunities for learning and growth

Knowledge

- *Define* the Bermuda Triangle
- *Describe* what it really means to be a "professional"
- *Describe* the role of "context" and "mechanism" in meaningful outcomes
- *Explain* the "pilots, passengers, prisoners, and hijackers (P³H)" analogy

Skills

- *Complete* the obstacles and opportunities worksheet
- *Identify* themselves as a pilot, passenger, prisoner, or hijacker
- *Identify* the content or mechanism concerns you face
And finally,
- *Write and share* their stories about ways in which they have used data to hatch results for students, programs, or the profession (Send to: trish@hatchingresults.com)