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)