

RESOURCES: Research and Evidence-Based Curricula

School Counseling Outcome Research:

Center for School Counseling Outcome Research: www.cscor.org

Web-based Curriculum Resources:

Association for Supervision and Curriculum Development (ASCD) has *Understanding by Design* (backwards design is part of this model) print and web resources, as well as traditional curriculum design resources. Excellent and extensive professional resource. <http://www.ascd.org/>

North Central Regional Educational Laboratory (NCREL): www.ncrel.org/

Evidence-Based Curricula:

What Works Clearinghouse (US Dept. of Education):<http://ies.ed.gov/ncee/wwc/>
Collaborative for Academic, Social, and Emotional Learning: <http://www.casel.org/>
<http://www.casel.org/programs/selecting.php>

Committee for Children:

Second Step (preK-5 and MS social skills):

<http://www.cfchildren.org/programs/spp/overview/>

Steps to Respect (grades 3-6 bullying prevention):

<http://www.cfchildren.org/programs/str/overview/>

Talking about Touching (grades PreK-3, safe touch)

<http://www.cfchildren.org/programs/tat/overview>

PeaceBuilders (elementary bully preventions):

<http://www.peacebuilders.com/>

Bully Busters (teacher-based bullying prevention):

<http://www.stopbullyingnow.net/bullybusterstraining.htm>

Olweus Bullying Prevention Program (elem ad MS bully prevetion):

<http://www.clemson.edu/olweus/>

Student Success Skills (grades 4-9 academic success, though expanding to younger);

<http://www.studentsuccessskills.com/>

The Real Game (career development K-16):

<http://www.realgame.com/usa.html>

Written Resources:

Marzano, R. (2004). *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Alexandria, VA:ASCD.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*, 2nd Ed., Alexandria, VA: ASCD

7 Characteristics of Effective School Counseling Programs

Characteristics/Tips	How Schools can Implement These Ideas
1. Collaboration with faculty members to build links between the new innovation and classroom instruction.	<ul style="list-style-type: none"> ❖ Principals and school counselors can provide professional development opportunities for faculty and staff to learn about the ASCA Nat. Model and how to incorporate the standards with classroom curriculum. ❖ School counselors are in all classrooms on a regular basis teaching the preventative, proactive competencies of the ASCA model. ❖ Serve on school curriculum committee ❖ Small groups
2. Commitment of top administrators, which gives programs a better chance of survival.	<ul style="list-style-type: none"> ❖ Superintendents and assistant superintendents must set the standard for the implementation of the ASCA National Model. ❖ Counselors must be supported with a budget, curriculum materials and the opportunity to align the ASCA Nat. Model with district and state curriculum standards. ❖ A keeper of the vision or innovation champion is necessary to provide program leadership. ❖ Strategic plan
3. Development of a long range plan for program implementation.	<ul style="list-style-type: none"> ❖ A long range plan for expanding the number of district counselors must be developed with specific timelines to accomplish steps for implementation.
4. Incorporation of the program objectives with the school's mission.	<ul style="list-style-type: none"> ❖ School counselors and principals must work with advisory committee members to ensure the school counseling program mission aligns with the school's mission.
5. Evidence of community support for the program.	<ul style="list-style-type: none"> ❖ Counselors and principals could present parent workshops providing an overview of the school counseling program and how it aligns with the ASCA National Model. ❖ Counselors collaborate with community agencies to access services for students. ❖ Counselors could expand their counseling program to include parent volunteers.
6. Development of program accountability tools.	<ul style="list-style-type: none"> ❖ School counseling programs following the ASCA National Model would have accountability pieces in place. These would include a monthly and yearly calendar, curriculum action plans, closing –the-gap action plans, curriculum results reports, closing the gap results reports and counselor/principal agreement. ❖ Counselors would use the evaluation form in the ASCA National Model Workbook for self-evaluation and principals would use it to evaluate the counselor. ❖ Counselors would use the ASCA National Model audit to evaluate the school counseling program development progress.
7. Development of a public relations plan.	<ul style="list-style-type: none"> ❖ Districts may want to develop a name, logo and program brochure for their school counseling program. ❖ Individual schools might develop monthly reports to principals; a counselor's corner in the parent newsletter; and the school counselor's calendar posted in school office, lunch room, & given to faculty.

Identify Support Needed For Superior School Counseling Program

(These tasks/relationships must be on-going part of a model to insure it will be permanent)

	Task or Relationship Necessary	What needs to be done?	Who are the contacts?	Date to start	Evaluation Data/results
	Collaboration with faculty				
	Commitment of key Stockholders				
	Long range implementation plan				
	Incorporate school counseling mission into district mission				
	Community support				
	Program for accountability				
	Public relations/marketing				

Keeper of the Vision Supporting School counseling Programs Using the Four Skill Areas Of the ASCA National Model

Group	Leadership	Advocacy	Collaboration	Systemic Change
School Counselor	Meet with school faculty at beg. Of year to explain how the ASCA Nat. model is being implemented.	Provide direction to administrators regarding the role of a school counselor.	Set up regular weekly meetings with principals to discuss day to day activities	Promote school by providing informational programs for parents to attend on the three domains.
	Provide faculty with the “counselor calendar at a glance” which shows monthly guidance lessons and counselors activities.	Support administrators by providing current community resource list.	Meet with teachers in support of the general curriculum	Provide information meetings for parents and student to learn ...
	Provide administrators a complete calendar which shows the competencies that will be taught in each guidance lesson.	Develop a plan of action to fully implement the ASCA model in the next three years.	Cooperate with teachers by supporting their lessons by co-teaching and relating the guidance competencies.	
	Meet weekly with principal.	Advocate with-in school & district for all K-12 ASCA model program.	Develop a team between counselors and principal.	Carry out the districts directive to implement a K-12 program.
School Principal	Present new role of school counselors to faculty, parents, & district administrators.	Support need for school counselors during tight budget times	Develop a team between counselors and principal.	Carry out the districts directive to implement a k-12 school counseling program.
	Use the counselor principal agreement to develop counselor leadership.	Invite counselors to present their program to the faculty and parents.	Develop professional learning communities	Support school counselors in changing their roles.
	Support ASCA model program with budget & professional develop.	Help counselors use data to show program results.	Work with advisory comm. To insure sc program.	Promote & support counselors using data