

# Bring the “**Define**” Component to Life Through Professional Branding



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



**Hatching Results**<sup>®</sup>

# Your Presenter

Hello

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Lead Professional Learning Specialist, Hatching Results

- Experience as a former school counselor, **K-12**
- ASCA **RAMP Reviewer**
- Indiana School Counselor Association **Emerging Leader** (2021-2023)
- Member of **Comprehensive School Counseling** and **Social-Emotional Learning** Strategic Priority Teams for [Counselor Connect](#)
- Consultant for **Comprehensive Counseling Collaborative** of Elkhart County
- Doctoral student in Counselor Education and Supervision



**I've worked as school counselor in three districts in Indiana! :)**

# Lesson 2 Learning Objectives

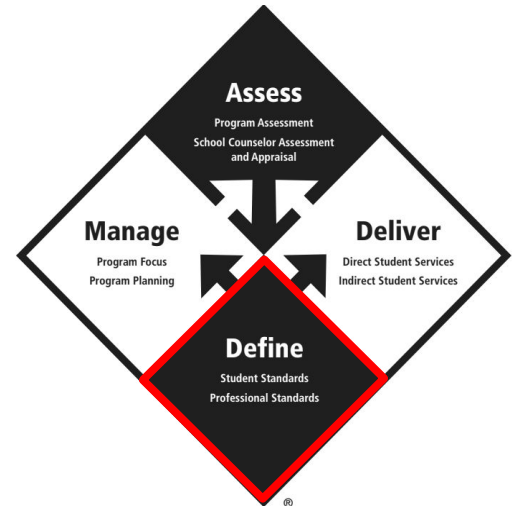
By the end of this lesson, you will be able to:

- Align professional branding with the **Define** component of the ASCA National Model
- Understand and apply the **principles of professional branding**



# ASCA Model: Define

<b>SSB 5030</b>	<b>ASCA Model Elements</b>
<p>“School districts shall develop and implement a written plan for a comprehensive school counseling program that is based on regularly updated standards developed by a national organization representing school counselors.”</p> <p>(SSB 5030. Sec. 2. Lines 5-8.)</p>	ASCA Student Standards: Mindsets & Behaviors for Student Success
<p>“The comprehensive school counseling program required by section 2 of this act must be implemented by school counselors or other educational staff associates for the purpose of guiding students in academic pursuits, career planning, and social-emotional learning.”</p> <p>(SSB 5030. Sec. 3. Lines 25-29.)</p>	Domains (academic, social-emotional, career)



**What Are The  
Characteristics  
of a Successful  
School  
Counseling  
Program?**

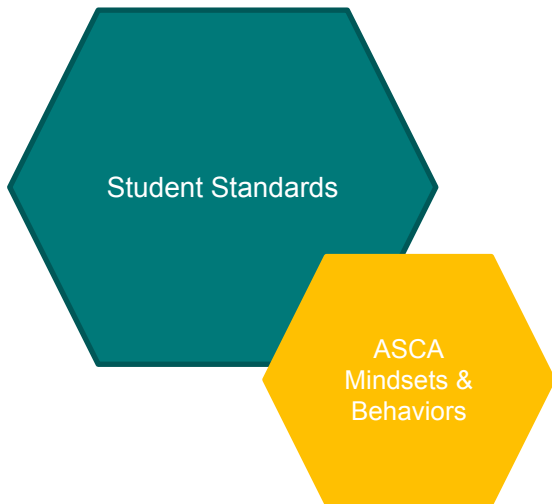


# What Comes to Mind When...



# A Quality Image

What is your personal view of your school counseling program?



**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 life-long 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

What will students receive as a benefit of the program?

- ➔ Attitudes
- ➔ Skills
- ➔ Knowledge



# A Quality Image

How do other stakeholders view the school counseling program?

- Can others identify the application of standards in your school counseling program?
- Think about the characteristics of a successful school counseling program...





# Branding the School Counseling Programs



**ASCA Position Statements**



**ASCA School Counselor Professional Standards & Competencies**



**ASCA Ethical Standards for School Counselors**



**The Role of the School Counselor**



**Guidance Counselor vs. School Counselor**



**EMBRACE THE PAST, WELCOME THE FUTURE: A BRIEF HISTORY OF SCHOOL COUNSELING**



**ASCA Student Standards: Mindsets & Behaviors for Student Success**

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

# Branding the School Counseling Programs

Think about the characteristics of a successful school counseling program, and ask yourself...

1. Is our counseling program known for the characteristics of a successful school counseling program, application of student standards, plus adherence to ethical standards for school counselors and school counselor professional standards and competencies?
2. What would students and other stakeholders say about the counseling program when counselors aren't in the room?
3. What would students say when describing the school counseling program to others?
4. Why would others invest in your school counseling program?

# How Do You Know If Your Brand Is Working?

- Stakeholders use your branding language to describe the school counseling program
- Stakeholders are engaged—they show up and seek you out for the right reasons
- Stakeholders are loyal
- Stakeholders easily identify the appropriate role of school counselors