OVERVIEW OF SERVICES GUIDE

HATCHING YOUR SCHOOL COUNSELING PROGRAM:
Hatching Results® is excited to assist in promoting and supporting the development and implementation of innovative and sustainable, data-driven, comprehensive school counseling program models to address the academic, college and career, and social/emotional development needs of preK-12 students.

Hatching Results® provides comprehensive professional development, consulting, and other customized services to support school counselors, administrators, and school district leaders nationwide in the design, implementation, and evaluation of school counseling programs based on a review of needs and goals. We teach and empower educators to use data to improve efficiency and effectiveness leading to improved outcomes for students. As co-author of the ASCA National Model: A Framework for School Counseling Programs (ASCA, 2003; 2005), our Founder and CEO, Trish Hatch, Ph.D., has successfully trained thousands of school counselors and administrators in hundreds of school districts from virtually every state over the last 20 years. In that time, she has assembled a diverse team of professional development specialists with varied background experience—we are confident our team of expert professional development specialists and consultants can assist your school or district in getting results!

At Hatching Results®, we will take the time to understand your needs, desired outcomes, and any budgetary limitations to customize a proposal for services. To begin the process, districts/organizations are generally asked to answer a few standard questions in an online Initial Inquiry for Services Questionnaire to better understand your goals and conceptualize the potential scope of work for the intended audience. Then members of the team review the responses to discuss service options and offer a cost quote during a scheduled phone conference. If requested, a Proposal for Services with a sample professional development schedule and pricing options can be developed. Once contract terms have been agreed upon, we can get to work!
Here's a sample of what we offer:

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<tr>
<th>SERVICE</th>
<th>DESCRIPTION</th>
<th>COST RANGE</th>
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<tr>
<td>A series of 6–8 full days of professional development per year are typically provided to a district as part of a three-year approach to systemic transformational change and districtwide implementation of data-driven, comprehensive programs. Customized to meet site and district needs, these packages may also include school site visits, online and/or in-person coaching, needs assessments, program evaluation, a comprehensive district School Counseling Program Handbook, support for policy revisions, administrator professional development, board presentations, artifact review, etc.</td>
<td></td>
<td>Pricing is based on specific needs and goals of the school/district and the scope of work, including the number of attendees, Professional Development Specialists, and onsite days.</td>
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<td>Professional development on specialized areas of focus provided to support specific needs of elementary, middle and/or secondary school counselors or to address the school counselor’s role in a multi-tiered system of supports framework. Topics may include college and career readiness, solution-focused counseling, social emotional learning, and the use of data in school counseling.</td>
<td></td>
<td>Contact the office or visit hatchingresults.com to complete an Initial Inquiry for Professional Development &amp; Consulting Services to tell us more!</td>
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<td>Our same high-quality, engaging professional development, consultation, and executive coaching services offered from a distance via various online platforms as part of a comprehensive service plan or not. This includes virtual keynote speaking and a library of webinars and online learning modules to support learning and continue to advance comprehensive program development.</td>
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<td>A professional development series (typically 6-8 days per year) provided regionally to support multiple districts within a region or county. This is provided across multiple days in one or more years in accordance with other deliverables typically included in comprehensive plans for transformational change, such as consultation and development of a School Counseling Program Handbook.</td>
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<td>A public address to establish the main underlying tone and theme of a conference or other public event. This can be provided in conjunction with breakout workshop sessions, pre-conference general sessions, panel participation, and/or a book signing.</td>
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<td>Available to school counselor leaders and administrators, we offer professional expertise, technical assistance, and recommendations to support site and district leaders as they seek to improve efficiency in systems and practices, implement sustainable comprehensive school counseling programs, and strengthen leadership capacity.</td>
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<td>A variety of packages are available to support schools through the RAMP application process that include various supports such as monthly virtual coaching, review of the final application prior to submission, in-person coaching, and the option of utilizing numerous technology support tools created by Felipe Zañartu that are exclusively offered by Hatching Results. Plans are generally developed to provide 16 months of support for schools or 6-month ‘fast track’ options are available.</td>
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Deliverable products will be provided based on the service plan developed. Examples are listed below:

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<th>PRODUCT</th>
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<td>School Counseling Program Handbook</td>
<td>The handbook serves as a guide to ensure that schools and districts have a plan of action and eliminate “random acts” of school counseling. Covering all areas of the ASCA National Model while utilizing <em>The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession</em> (Hatch, 2013), it solidifies that the program belongs to the school/district, not the specific counselor. PD is provided with facilitated working sessions to develop a handbook that documents school counseling program goals and objectives, defines roles and responsibilities, and establishes protocols.</td>
<td>Included and developed as part of a multi-year comprehensive service plan.</td>
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<td>Comprehensive School Counseling Organizational Survey</td>
<td>This Qualtrics survey collects baseline data to understand the organizational and political context of the district, as well as ascertain current perceptions among school counselors, administrators, and others at central office about the role and function of the school counseling program. The results are used to strategically plan the delivery of the comprehensive service plan. When given again at the end of a contract, the results allow us to see shifts in these perceptions after the transformative work has been implemented.</td>
<td>Included as part of a multi-year comprehensive service plan.</td>
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<td>Online Learning</td>
<td>Based on <em>The Use of Data</em> text, online courses contain instruction from Dr. Trish Hatch with supplemental readings, activities, and quizzes to test knowledge and deepen the level of understanding and utilization of data to get desired student outcomes. Courses are offered in two formats: self-paced and facilitated by a trained instructor with an option for course credit through a university. A variety of webinars are also available.</td>
<td>$49 self-paced per course per person. Options for CEUs and extended learning course credit at an additional cost available soon.</td>
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<td>Grant Writing &amp; Evaluation</td>
<td>Dr. Trish Hatch has successfully authored and evaluated over $16 million in federal and state grants for school counseling programs. Her professional development and evaluation services have led to sustainability when grant funds ended. For more information on grant writing and evaluation specific to the elementary level, review the following article: <a href="http://bit.ly/2vPsA0m">bit.ly/2vPsA0m</a></td>
<td>Varies—typically negotiated between 8-10% of total grant cost.</td>
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<td>Books &amp; Resources</td>
<td>Texts include <em>Hatching Tier Two and Three Interventions in Your Elementary School Counseling Program</em> (2019); <em>Hatching Results for Secondary School Counseling: Implementing Core Curriculum, Individual Student Planning, and Other Tier One Activities</em> (2019); <em>P3H: Pilots, Passengers, Prisoners &amp; Hijackers: An Educator’s Guide to Handling Difficult People While Moving Forward</em> (2018); <em>Hatching Results for Elementary School Counseling: Implementing Core Curriculum and Other Tier One Activities</em> (2018); <em>The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession</em> (2014); <em>Evidence-Based School Counseling: Making a Difference with Data-Driven Practices</em> (2007). In addition, a Discussion Guide Book Study and customized templates and resources can be provided as appropriate.</td>
<td>$21.95 - $39.95 plus taxes and shipping per book.</td>
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OUR TEAM OF PROFESSIONAL DEVELOPMENT SPECIALISTS & COACHES

Led by Trish Hatch, Ph.D., Hatching Results® has a dynamic team of expert professional development specialists experienced as entry-level school counselors, administrators, district leaders, district superintendents, state department consultants, university professors and adjuncts, state school counseling association leaders, and state team members of former First Lady Michelle Obama’s Reach Higher initiative. Numerous schools and districts we have worked with have gone on to receive prestigious honors, such as state school board awards for excellence, Recognized ASCA Model Program (RAMP) awards, or have been showcased as examples of school counseling program success within past Reach Higher initiatives.

TRISH HATCH, Ph.D.

Trish Hatch, Ph.D., Professor Emeritus at San Diego State University (SDSU), served as Director of the School Counseling Program from 2004 until 2015, and as executive director of SDSU’s Center for Excellence in School Counseling and Leadership (CESCaL). She is the best-selling author of The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession (Hatch, 2014) and co-author of Evidence-Based School Counseling: Making a Difference with Data-Driven Practices (Dimmitt, Carey, & Hatch, 2007), and the ASCA National Model: A Framework for School Counseling Programs (ASCA, 2003; 2005).

These texts, as well as her most recent texts, Hatching Tier Two and Three Interventions in Your Elementary School Counseling Program (Hatch, Kruger, Pablo, & Triplett, 2019); Hatching Results for Secondary School Counseling: Implementing Core Curriculum, Individual Student Planning, and Other Tier One Activities (Hatch, Triplett, Duarte, & Gomez, 2019); and Hatching Results for Elementary School Counseling: Implementing Core Curriculum and Other Tier One Activities (Hatch, Duarte, & De Gregorio, 2018) are used throughout the world in professional development and preparation of school counselors. She also recently self-published Pilots, Passengers, Prisoners & Hijackers: An Educator’s Guide to Handling Difficult People While Moving Forward (Hatch, 2018), a book derived from nearly 20 years of workshops and keynote speeches she’s given on the topic.

A former school counselor, site and central office administrator, state association president, and American School Counselor Association (ASCA) Vice President, Dr. Hatch has received multiple national awards, including ASCA’s Administrator of the Year award and its highest honor, the Mary Gehrke Lifetime Achievement award. She most recently received the National Association for College Admission Counseling’s (NACAC) Excellence in Education Award, previously awarded to First Lady Michelle Obama, and Senator Tom Harkin, as well as the inaugural California Association of School Counselors’ (CASC) School Counselor Educator of the Year award.
MEET OUR INTERNAL STAFF

Lisa De Gregorio
Director of Operations

Lisa brings her unique skill set as a former Lead Specialist over 750 K-12 school counselors in Chicago Public Schools, the 3rd largest school district in the nation, to Hatching Results®. A former K-8 school counselor, Lisa effectively built a school counseling program and led many school climate, attendance, and career readiness initiatives, which earned her the Oppenheimer Recognition Award and contributed to her school’s selection as one of only ten to become a “model elementary school” in Chicago and receive a social/emotional learning grant. During nearly seven years at the district, Lisa delivered professional development and created resources for K-12, managed staff and special projects, conducted site visits, and implemented initiatives for systemic change. An Education Pioneer Visiting Fellow and a former Board Member of the Illinois School Counselor Association, Lisa received the inaugural Golden Child award for the Office of College and Career Success and was the ISCA School Counselor Advocate of the Year. She is also co-author of *Hatching Results for Elementary School Counseling: Implementing Core Curriculum and Other Tier 1 Activities* (2018).

Whitney Triplett
Director of Professional Development

Whitney is a mission-driven, servant leader with a passion for promoting equity, access, and the success of all students through the intentionality of transformative, student-centered, data-informed, comprehensive school counseling. Currently the Director of Professional Development for Hatching Results, Whitney trains school counselors and administrators across the nation on designing, implementing, evaluating, and improving their school counseling programs. Previously at Chicago Public Schools, Whitney supported the district’s 850+ school counselors and college and career coaches while serving on the board for the Illinois School Counselor Association and instructing school counseling students at Loyola University Chicago. It was through these roles that she was recognized in 2018 as the statewide School Counseling Advocate of the Year for Illinois. Having earned RAMP recognition in 2011, Whitney is a former Lead RAMP Reviewer for the American School Counselor Association and contributed to the development of numerous ASCA Position Statements. As a school counselor, Whitney received a Counselor Leadership Award and an Oppenheimer Recognition Award for her collaborative work in raising the Freshman On Track rate at her school, as well as for the development of various tools for easily progress monitoring student attendance, behavior, and achievement. An Education Pioneers alum, Whitney is passionate about school reform to the end that ALL students in the nation have equitable access to a high-quality education, including a comprehensive school counseling program!

Terri Tchorzynski
Assistant Director of Professional Development

Terri has served as a student advocate for over 17 years in the role of both a high school English teacher and school counselor with a specialized focus on career development and Career and Technical Education. Under Terri’s leadership, her counseling department was recognized for exemplary practices in college/career readiness by the Michigan Department of Education and was one of the first schools in her state to be honored as a Recognized ASCA Model Program (RAMP). Terri was named the 2017 National School Counselor of the Year by the American School Counselor Association and was honored in a White House ceremony by former First Lady Michelle Obama. She currently serves on the governing board for the Michigan School Counselor Association, is a national trainer for AdvanceCTE and is a nationally recognized keynote speaker and presenter.
Paul Meyers
Lead Consultant

Paul is currently a district superintendent in California and a part-time consultant with the Hatching Results® team. He has over 30 years of experience as a successful administrator, counselor and teacher. Paul uses a systems approach to problem-solving. He is a “systems thinker” with a talent for simplifying complicated issues, and he specializes in policy development and district-wide program implementation. Paul has served as the School Counseling Consultant for the California Department of Education (CDE) and the California Commission on Teacher Credentialing Standards for the Pupil Personnel Services (PPS) Credential, and has drafted many legislative proposals. He has experience in all areas of school and district administration, including curriculum and instruction, special education, business services, human resources, technology, and facilities and community relations. As an administrator, Paul earned a California Distinguished School Award, a Golden Bell Award, and has been recognized as both Principal of the Year and Principal/Superintendent of the Year.

Becky Love
Professional Development Coordinator of MTSS

Becky Love is a Counseling Coordinator leading the Reach Higher Shasta Counseling Initiative in Shasta County, CA. Becky’s career in education spans 30 years and includes teaching Special Education (6-8) and General Education (9-12), School Counseling (9-12), athletic coaching (9-12), and Tier I Administration. Her leadership experiences at the site, district, and county level have afforded Becky the opportunity to collaborate with a wide array of educators and stakeholders with varying perspectives and motivations. Becky’s extensive background in athletics has enabled her to build an exceptional skill set in analyzing, scaffolding, teaching, coaching and supporting others as they strive to acquire new skills. This year, Becky became an Adjunct Faculty Member at National University and will be teaching the Community & Engagement course for the Tier I Administrative Credential.

Felipe Zañartu
Podcast Producer

Felipe Zañartu is a practicing elementary school counselor experienced with the Elementary and Secondary School Counseling Program (ESSCP) federally funded grant to create a comprehensive, data-driven school counseling program. Throughout seven years working in K-8 schools in California and Arizona, Felipe has specialized in creating and implementing data tools that demonstrate accountability and program results and usage of technology. Felipe has presented at state and national school counseling conferences and has been a guest lecturer at San Diego State University around use of data, technology, and efficiency. He currently produces the Hatching Results podcast, which broadcasts all things school counseling to over 200 listeners.

Morgan Hurley
Coordinator of Special Projects

Morgan came to us from outside the education community. A retired Navy Chief Petty Officer, she served 22 years of active/reserves combined. Most of Morgan’s post-active duty career was spent in the IT community, with duties such as customer support technician, maintenance programmer, webmaster, author of various user manuals, and managing PC/network/software installations, before landing in the sales and marketing side of the profession. Prior to joining Hatching Results® in 2018, Morgan served as managing editor of six local community newspapers in San Diego. At Hatching Results, she assists with editing, marketing and managing special initiatives that help keep the company growing.

Trisha McHugh
Operations Manager

Trisha has a background in nonprofit consumer financial counseling, where she assisted with the development and implementation of proprietary client management systems and provided daily reporting, research, and analysis to management teams companywide. Trisha built the Hatching Results® website and supports the team in all areas of web development, marketing and technology, and the creation of professional development materials.
MEET OUR LEAD PROFESSIONAL DEVELOPMENT SPECIALISTS

Providing high quality professional development (PD) to support school counselors, administrators, and district leaders as they develop comprehensive, data-driven school counseling programs could not happen without our team of mission-driven professionals with diverse work experiences and a passion for serving youth and their families. For each district/organization we work with, we examine a number of factors to create the right team of a Lead PD Specialist, Specialists, and/or Coach that will best meet a district/organization’s needs and scope of work. Our Lead PD Specialists will be your main point of contact once an agreement has been set. They are responsible for co-constructing the agenda, coordinating logistics, and leading all planning and follow-up efforts. Learn more about our full team of Professional Development Specialists and view individual biographical pages at hatchingresults.com/our-pd-specialists.

Lisa De Gregorio  Danielle Duarte  Vanessa Gomez, Ed.D.  Julie Hartline, Ed.D.
Ashley Kruger  Melissa Lafayette  Rebecca Pianta, Ed.D.  Liliana Silva Diaz, Ph.D.
Terri Tchorzynski  Whitney Triplett  Brett Zyromski, Ph.D.

STRATEGIC PROFESSIONAL DEVELOPMENT PLAN

Districtwide transformation that results in the full implementation of a school counseling program aligned with the ASCA National Model, a Multi-Tiered, Multi-Domain System of Supports, the use of data, and evidence-based practices takes a minimum of three years. Our goal is to not only provide professional development, but also co-construct transformational, sustainable systems change that will ensure continuing outcomes for students. Based on your timeline, current implementation status level, and upper leadership collaboration, we will create a strategic professional development plan grounded in measurable objectives that we set together at the start of the contract.

Within our comprehensive district-wide professional development plans, Hatching Results typically provides a minimum of 6–8 days (per year for three years) of onsite professional development conducted by national trainers in the use of data, delivery of direct services to students, ASCA National Model, and the school counselors’ role in a Multi-Tiered, Multi-Domain System of Supports.

Over the course of the contract, the development of a School Counseling Program Handbook to document key policies and procedures and define roles and responsibilities using our provided template is strongly recommended. A comprehensive plan may also include consultation and leadership team meeting days, school site visits, baseline school counseling needs assessment, online learning, etc. The final year of the contract is usually devoted to developing systems of sustainability, applying for state and national accreditation/recognition, implementing the School Counseling Program Handbook for the district, and identifying internal staff to lead the work moving forward.
TECHNICAL ASSISTANCE & PD TOPICS

Areas of technical professional development assistance include, but are not limited to:

- Collection and use of data
- Mission statements
- Use of time/calendars
- Core curriculum development
- ASCA Mindsets & Behaviors
- Local standards development
- Establishment of systems/protocols
- Accountability/evaluation tools
- Promotion of social justice, equity, and access for all students
- College and career readiness
- Recognized ASCA Model Program
- Lesson planning and development
- Pre-/Post-test assessments
- Effective classroom engagement and management practices
- Annual agreements
- Management tools
- Academic development
- Social/emotional learning
- Professional ethics/laws
- Agents of systemic change
- Action plans
- Results reports
- Flashlight presentations
- Policy development and modification
- Job descriptions/roles
- Performance evaluations
- Multi-tiered, Multi-domain System of Supports

PROFESSIONAL DEVELOPMENT SCHEDULE

The appropriate number of professional development specialists will be provided to facilitate working sessions. The following sample professional development schedule is flexible enough to allow time for working sessions, activities, and problem-solving issues in response to local needs. The professional development schedule can be altered to include other topics as needed, such as solution-focused school counseling, ethical standards, technology tools, etc.

WHAT PEOPLE ARE SAYING

Professional Development

Thank you so much! I can’t even begin to tell you how much you changed my life today! For weeks I’ve been saying that we were doing great things without a real sense of purpose. I knew I enjoyed using data, but I felt disconnected from the big picture and only had a view of our profession on a minor scale… and desperately needed more! I now know and am eternally grateful! I owe you and I owe our amazing profession.

- TARAEK KEE
SCHOOL COUNSELOR
SPRINGFIELD, IL
SAMPLE PROFESSIONAL DEVELOPMENT SCHEDULE

The number of onsite professional development (PD) days and content provided per academic year will be mutually agreed upon according to the contract and needs of attendees. Please note that the PD schedule outlined below is a sample. All PD agendas are co-constructed with district leadership to ensure content is highly tailored to fit local needs, current events, and other important context. The professional development sessions outlined below are grounded in the Use of Data (2013) text and align with our series of textbooks listed on page 12. NOTE: We strongly support administrators and district leaders attending every PD opportunity, as it supports the development of shared attitudes, knowledge, and skills critical to the implementation of comprehensive school counseling programs.

**Day 1: CURRENT TRENDS IN SCHOOL COUNSELING**

- Current trends in education and school counseling
  - Historical and current role of school counselors
  - “Guidance Counselor” vs. “School Counselor”
  - ASCA National Model, Ethical Standards, Position Statements, Professional Competencies, and Appropriate duties/fair-share responsibilities
  - Reach Higher
  - Impact of school counseling on college and career readiness indicators, including data dashboard metrics
  - Revised State Ed Code for school counseling
  - Every Student Succeeds Act (ESSA) and school counselors
- Overview of School Counseling Program Handbook (if included as a deliverable in contract agreement)
- Introduction to Multi-Tiered, Multi-Domain System of Supports (MTMDSS)
  - Multi-Tiered System of Supports/the problem for school counseling
  - MTMDSS Self-Assessment (blank trapezoid or post-it note activity)
  - Hatching Results Conceptual Diagram (Logic Model)

**Day 2: TIER 1 CORE/UNIVERSAL PROGRAM**

- Review ASCA National Model & Multi-Tiered, Multi-Domain System of Supports (MTMDSS), with a focus on Tier 1
- Core Curriculum
  - Franchising 80% of the core curriculum across the district
  - Ensuring curriculum across all grades in academic, college/career, and social/emotional domains, specifically attending to scope and sequence
  - Intro to the core curriculum action plan
  - Brief review of assessment tools, if time allows (pre/post tests, ticket out the door, etc.) for core curriculum content
- Individual Student Planning (grades 6-12)
  - Decision-Making Tool for Individual Learning Plans (ILPs)
- Schoolwide Programs and Activities
  - Difference between “programs” and “activities”
  - Examples per domain
  - Aligning to the core curriculum
- Parent/family education
- Develop Tier 1 School Counseling Program Handbook agreements *(if included as a deliverable in contract agreement)*

**Day 3: INTRODUCTION TO TIER 2/3 INTERVENTIONS**

- Review ASCA National Model & Multi-Tiered, Multi-Domain System of Supports (MTMDSS), with a focus on Tier 2 and 3
- Intentional Interventions
  - Use of data to determine Tier 2 needs
  - Determining Data Driven Intentional Interventions worksheet
  - Creating Tier 2 action plans and activities
  - Determining root causes and matching to interventions
  - Creating assessment tools for interventions
- Managing crisis response and other Tier 3 activities
- When Tier 2 or 3 becomes Tier 1
- Develop Tier 2 and 3 School Counseling Program Handbook agreements
- Review Hatching Results Conceptual Diagram (process, perception, and outcome data)
Day 4: ADMINISTRATOR/SCHOOL COUNSELOR RELATIONSHIP

- Sharing and celebrating school counseling program progress
- Guidance Counselor vs. School Counselor
- Review Hatchiing Results Conceptual Diagram (Logic Model)
- Multi-Tiered, Multi-Domain System of Supports (MTMDSS)
- Supporting and enhancing the administrator/school counselor relationship (NOSCA resources)

Day 5: DEVELOPING CLASSROOM LESSONS

- Designing, implementing, and evaluating high-quality lesson plans
- Writing measurable objectives using Bloom’s Taxonomy
- Aligning lessons to ASCA Mindsets and Behaviors
- Apply best practices in teaching/learning
- Integrating student engagement strategies

Day 6: REPORTING RESULTS

- Prepare Flashlight results presentations for both Tier 1 and Tier 2
- Flashlight rubric scoring and revisions
- Flashlight one-pagers

Day 7: DEEPER DIVE OF USE OF DATA, SMART GOALS, AND ISSUES OF EQUITY

- Use of data to design and implement programs
- Types of data/review the Hatching Results Conceptual Diagram
- Reviewing Data Dashboards
- Types of SMART goals (schoolwide, focused on a student group, closing-the-gap, etc.) and data acceptable for SMART goals
- Creating SMART goals that align with student outcome data, district/site strategic plans, and state accountability measures
- “Kid issues” vs. “systems issues”

Day 8: TIME MANAGEMENT SYSTEMS

- Busy professional or always available?
- Starters vs. utility players
- Finding and making time: Prioritizing the work and the critical importance of calendarizing
- Monitoring/managing use of time for Tier 1, 2, 3
- Annual agreements
- Fair share duties
- Effective vs. ineffective referral systems
- Time suckers
- Educating staff, parents, students, and the community about new systems and protocols

Day 9: PROGRAM SUSTAINABILITY

- Finalizing School Counseling Program Handbook
- Finalizing goals and objectives
- Determining additional district-specific resources/components for handbook

- Administrator Check-In Tool
- Review/analyze social/emotional data: climate and behavior survey data (or other relevant local data)
- Review/analyze behavior data: attendance, discipline and other Tier 2 data
- Review/analyze academic data: graduation rates, college eligible, FAFSA, college going, etc.

- Classroom management
- Design and revise pre/post assessments
- Other ways to gather perception data and measure student learning
- Utilizing the Core Curriculum Lesson Feedback Tool to improve practice
- Measure results to improve instructional practice

- Review and revise Flashlights
- Calendar and develop site presentations
- Preparing to present to adults – tips and strategies
- Other ways to share results with stakeholders

- Using data to locate opportunity, access, attainment, and achievement gaps
- Data-based decision-making teams and talking about data (courageously)
- Obstacles, challenges, problem solving, and advocating for systems change
- Finding your voice as a leader/leadership team participation
- Reviewing/revising policies, practices, procedures
- Aligning Closing the Gap data and interventions to state/local accountability measures

- Reviewing roles, responsibilities, and evaluation tools
- Classified and paraprofessional collaboration
- Collaborating with school community
- Marketing the program to school and community (brochures, websites, etc.)
- Add management systems content to School Counseling Program Handbook (if included deliverable in contract agreement)

- Reviewing policies and practices
- Preparing handbook for district/board approval
- Overview of Recognized ASCA Model Program (RAMP)
Additional days may be focused on supported work time, school site visits, strengthening the lead school counselors’ roles, overview of RAMP applications, development of professional learning communities, and/or any combination of the above, as mutually agreed upon according to need.

**SCHOOL COUNSELING PROGRAM HANDBOOK**

So where does all this transformational change “live”? The districtwide “School Counseling Program Handbook” serves as a central document for identifying goals and objectives, defining roles and responsibilities of school counselors, and establishing various protocols and systems over the course of the transformational change process. This living, breathing document is the mechanism for defining what and how school counseling programs will be delivered and includes all of the products and agreements made during the professional development process and thereafter.

Outlines key components of the district wide school counseling program, such as:

- Goals & objectives
- Tier 1 core curriculum, individual student planning, and schoolwide programs and activities
- Tier 2 data elements, interventions, and flowcharts
- Tier 3 supports and processes
- Plan for using data to drive school counseling program activities
- Action plans
- Menu of services
- Mission, vision, and belief statements
- Calendars and use of time
- Planning tools
- Collaboration plans and key partners
- Accountability tools and measures
- Additional resources, documents, and templates that set the foundation of the district wide school counseling program
Hatching Results® is dedicated to the advancement of school counseling as a profession. We aim to provide the tools and resources needed for the professional growth of school counselors, counselor educators, and school counseling leaders.

**NATIONAL SCHOOL COUNSELING LEADERSHIP CONFERENCE**

Each year Hatching Results brings together national leaders to hold a professional conference. The goal of this unique conference is to address a critical gap in professional development for administrators who oversee school counseling programs at the school, district, county, and state levels. Ultimately, we seek to empower and equip decision-makers to hire, mentor, lead, evaluate, and support school counselors such that measurable student outcomes are at the core of all school counseling programs nationwide.

This conference also provides extensive opportunities to network with others in job-alike positions from across the nation. Participants leave with fresh ideas, applicable resources, and the confidence to lead school counselors to implement data driven cutting edge, comprehensive school counseling programs for the benefit of all students!

**WHO SHOULD ATTEND NSCLC**

Across all grade levels PK-12:

- District-Level School Counseling Directors and Administrators
- School Principals and Assistant Principals
- Lead School Counselors and Department Chairs
- Graduate Students in Educational Leadership and Principal Programs
- State and Regional Coordinators of School Counseling

For more information, visit [hatchingresults.com/nsclc](http://hatchingresults.com/nsclc).

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**WHAT PEOPLE ARE SAYING**

National School Counseling Leadership Conference

[I most valued] the intentional and thoughtful work that went into the planning of information, workshops, and keynotes provided. Everything felt incredibly relevant to the work we do not just daily but from the 30,000 feet aspect.

- Annya Artigas, District-Level Administrator
  San Jose, CA
SCHOOL COUNSELING TEXTBOOKS & MATERIALS

THE USE OF DATA IN SCHOOL COUNSELING: HATCHING RESULTS FOR STUDENTS, PROGRAMS, AND THE PROFESSION
BY TRISH HATCH
This insightful book shows school counselors and administrators how to collect, manage and use data to implement, evaluate and improve their programs. Aligned with research in evidence-based practice and ASCA standards, this essential “must have” resource includes a complete set of user-friendly tools and templates for data collection, analysis, action planning and reporting. Available at Corwin and Amazon.

HATCHING RESULTS FOR SECONDARY SCHOOL COUNSELING: IMPLEMENTING CORE CURRICULUM, INDIVIDUAL STUDENT PLANNING, & OTHER TIER ONE ACTIVITIES
BY TRISH HATCH, WHITNEY TRIPLETT, DANIELLE DUARTE, & VANESSA GOMEZ
This hands-on guide takes you step by step through the creation and implementation of high-quality Tier 1 systems of support, including core curriculum classroom lessons and schoolwide activities. Features include examples of design, implementation, and evaluation; alignment with Multi-Tier Multi-Domain System of Supports, stories from practicing school counselors; and templates for developing lesson plans. Available at Corwin and Amazon.

HATCHING TIER TWO & THREE INTERVENTIONS IN YOUR ELEMENTARY SCHOOL COUNSELING PROGRAM
BY TRISH HATCH, ASHLEY KRUGER, NICOLE PABLO, & WHITNEY TRIPLETT
This hands-on guide offers a systematic, evidence-based approach to implementing high-quality, targeted, data-driven interventions within an MTSS. Features include exploration and explanation of activities, guidelines for progress monitoring and collaboration with teachers, templates for developing action plans, web-based resources, and personal stories from practicing school counselors and teachers of the year. Available at Corwin and Amazon.

P3H: PILOTS, PASSENGERS, PRISONERS, AND PASSENGERS—AN EDUCATOR’S GUIDE TO HANDLING DIFFICULT PEOPLE WHILE MOVING FORWARD
BY TRISH HATCH
P3H is the guide to help educators and other leaders support all staff members in dealing with change in schools and organizations, specifically when resistance to that change—or saboteurs—exist! Accentuated with dozens of colorful graphics throughout its pages, this new text brings the concepts, metaphors, and archetypes to life in a very visual manner. Available at hatchingresults.com and Amazon.

BOOK STUDY GUIDES
With multiple “best-seller” texts available, groups across the nation are forming to dive deep into the content—whether at a school, a district, or connecting online via social media with others from across the country! We’ve developed book discussion guides with questions and activities for those interested in starting a Book Club or utilizing the texts in their professional learning community. Check out the online appendices for The Use of Data in School Counseling, Hatching Results for Elementary School Counseling, and more at hatchingresults.com for downloadable templates and additional resources per chapter.
ONLINE LEARNING

WEBINARS

Offered as part of district professional development packages or on their own, a series of virtual learning webinars on topics such as using data, implementing systems change, data technology tools, the Flashlight© Presentation approach, and developing effective pre/post-tests are available. Hatching Results® can also offer other topics as part of the professional development plan. Please inquire at office@hatchingresults.com to learn more.

ONLINE COURSES

In conjunction with a comprehensive district professional development plan or on their own, we also offer a full series of online courses. Based on The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession (Hatch, 2013), the courses contain instruction, supplemental readings, activities, and quizzes to test knowledge and deepen understanding.

They are offered in two formats to best meet students’ learning needs or to support the professional development plan of a district or region:

The self-paced course format (reg. $49) allows student completion at his/her own pace, with an option for individual consultation with a trained instructor at the end of the course, to get feedback on tasks and assignments, discuss content, and/or get questions answered. Self-paced course completion time varies; participants are given 90 days to complete the course at their own pace.

The self-paced online course is available to begin at any time. Once your registration is confirmed, electronic instructions on how to access the course and begin will be sent to the email address provided.

Offering the same course content and activities as the self-paced courses, the facilitated course format (reg. $99) has the added bonus of graded assignments, feedback, class discussions, and guidance from a trained instructor, for a more robust learning experience. Facilitated courses are available to schools, districts, and state or county associations with groups of 15 or more participants. Course credit may also be available.

Contact office@hatchingresults.com to inquire.
OUR ONLINE COURSE LINEUP

Each course is designed to explore select chapters of The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession (Hatch, 2013), which is the required course material.

Visit hatchingresults.com/online-services to learn more about the content and outcomes for each course or to view the course syllabi.

Courses currently offered in either self-paced or facilitated format include:

**Data, Data, Data!**
An introduction to utilizing data when designing, implementing, evaluating, and improving school counseling programs in schools.

**Core Curriculum Action Plans and Pre/Post Tests**
This course explores the rationale for school counselors to provide Tier 1 supports for all students, how to determine curriculum, and how to develop quality action plans.

**Intentional Guidance/Tier 2 Interventions**
This course focuses on providing intentional guidance to students who need “more,” creating intentional guidance action plans, and utilizing surveys, referral forms and other tools.

**Intentional Guidance for Systems Change**
Explore systemic issues in schools and how school counselors can disaggregate data to identify achievement gaps in this course. Participants will learn about their role in challenging the status quo to ensure access to equitable education.

**It’s All About TIME (Management)**
This course explores critical time management and planning systems, including effective calendaring, caseload distribution models, time tracking, and the development of an Annual Agreement.

**Reporting Results and the Flashlight® Approach**
This course explores the importance of evaluation and discusses the school counselor’s role in creating a results report and Flashlight® Presentation.

**Miracles and Challenges in the School Counseling Profession**
This course explores the progress that has been made within the school counseling profession in recent years (“miracles”). It also addresses the expectations for today’s professional school counselors, as well as the challenges and opportunities for creating change in systems where school counselors, programs, or districts are hesitant, resistant, or struggling to change.

To learn more about our online courses or to register for a course, visit hatchingresults.com/course-options.
THE HATCHING RESULTS PODCAST

WHAT PEOPLE ARE SAYING

The Hatching Results Podcast

Trish Hatch and her Podcast team provide a refreshing voice to the school counseling profession. It’s not often that school counselors have the opportunity to hear from other school counselors about the different comprehensive programs they are working on at their school. Trish, Felipe, and the others on their team do a great job of sharing information about the very important work school counselors do every day.

- JANINE MENARD
  K-8 SCHOOL COUNSELOR
  GOODYEAR, AZ

Join us as we discuss all things school counseling, including experiences using data to improve programs, practices, and the profession!

Moderated by Felipe Zañartu, each podcast includes special guests discussing relevant topics, to keep listeners apprised of current trends and news in the world of school counseling.

Episodes include:
- “COVID-19: Parts 1 and 2”
- “School Counselors in the Media”
- “Multi-Tiered, Multi-Domain System of Supports (MTMDSS)”
- “A Data Day is Like a Mental Health Day”
- “The School Counselor-Administrator Relationship”
- “Putting Out the Fire: A School Counselor’s Role in Times of Crisis”
- “End of the Year Data Planning and Hatching Results Updates”
- “Advocating for School Counselor Training Standards”
- “School Counseling Ambassadors at U.S. Department of Education”
- “Systemic County Leadership: Reach Higher Shasta!”
- “Case Management and Advocacy in Chicago Public Schools”

New episodes are available periodically. Tune in at hatchingresults.com/podcasts.

STAY CONNECTED

Scan the QR code or visit eepurl.com/ceJPG1 to sign up for periodic updates including current news in education, new book releases, videos, and other school counseling resources!
READY FOR PROFESSIONAL DEVELOPMENT?
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