

*HOW TO BRIDGE DATA AND TECHNOLOGY  
IN YOUR COUNSELING PROGRAM FOR THE  
21ST CENTURY*

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Professional School Counselor

Dutchtown Middle School

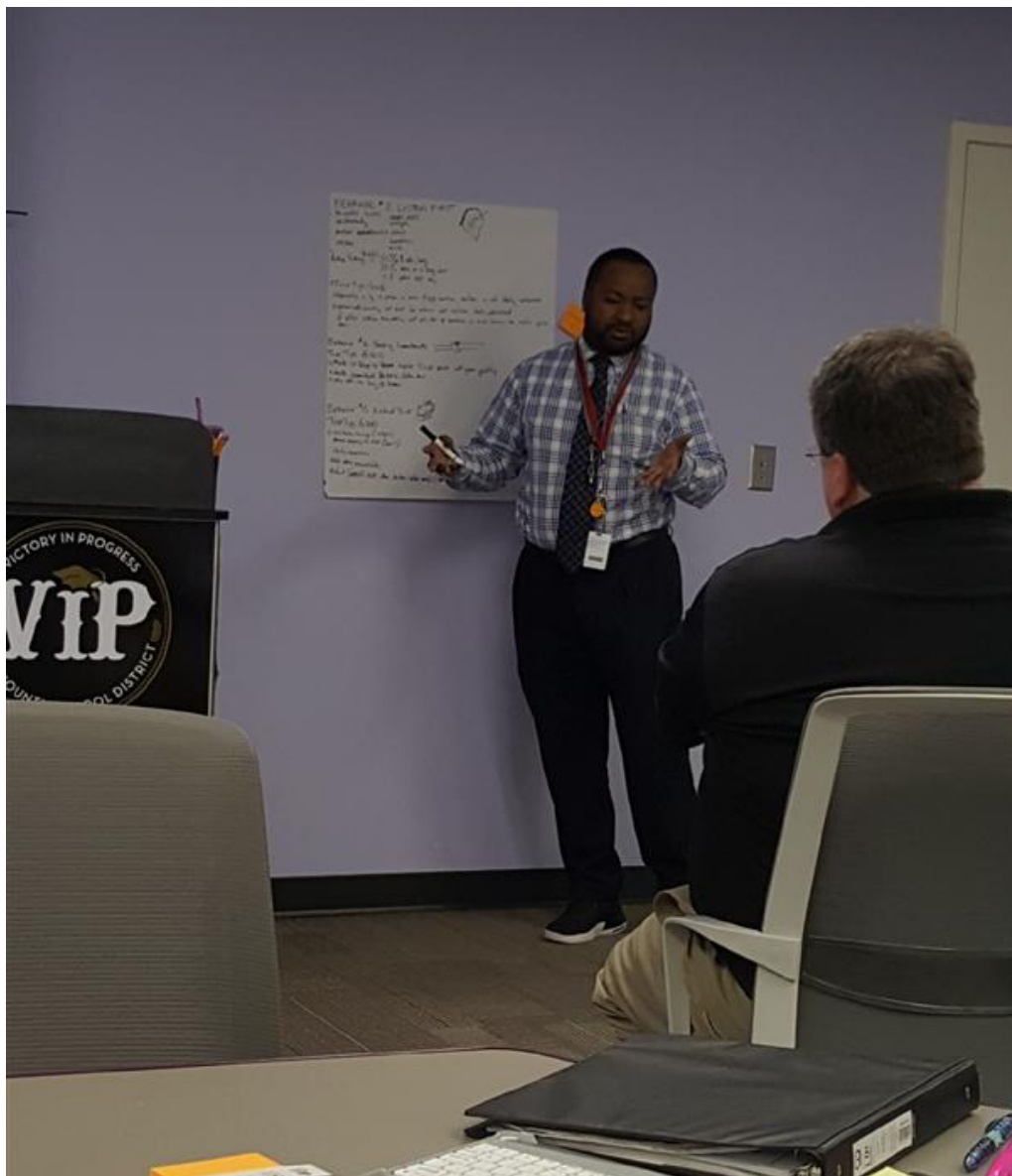
Henry County Schools

## PRE-TEST:

- Go to [Kahoot.it](https://kahoot.it)

# WHO IS FABION VICKS?

- B.A. Political Science, FVSU, 2003
- M.Ed. School Counseling, Liberty University, 2016
- Retail management for 10 years (Walgreens, DG, HFT)
- SCUTA Ambassador/State Association Liaison
- 5<sup>th</sup> year counseling (3.5 years at Appling Middle School /Bibb County; 2<sup>nd</sup> year at Dutchtown MS/HCS)
- Aspiring Leaders Academy participant 2018-19 year
- ASCA/GSCA Leadership Team (Beacon Editor 2019-21; new role 2021-23 TBD)
- Play Saxophone
- DM at FVSU in 2001, Student Director in 2002
- [www.Fabethecounselor.weebly.com](http://www.Fabethecounselor.weebly.com)
- Podcast (The Counselor's Connection w/Fabion Vicks)
- [Anchor.fm/Fabion-vicks](https://Anchor.fm/Fabion-vicks)





SO, HOW'S YOUR DATA  
COLLECTION COMING  
ALONG?



OK, HOW ABOUT TRYING  
TO USE TECH FOR YOUR  
PROGRAM?



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# SO WHY ARE WE HERE?

*Got out of work for today (j/k)*

# TRUE STORY



**If you're not at the table,  
you're on the menu.**

Michael Enzi

# DIFFERENCES: 20<sup>TH</sup> CENTURY AND 21<sup>ST</sup> CENTURY COUNSELOR?

## 20<sup>th</sup> Century Counselor

- Reactionary
- Loner Position
- Paper documentation
- Maybe ASCA model implemented
- Lack of access to data
- Advocate for self
- Paper,paper,paper

## 21<sup>st</sup> Century Counselor

- Proactive
- Collaborate with all stakeholders
- Digital Position
- ASCA Model Based Program
- Data driven program
- Advocacy for self
- Tech Savvy



# WHAT ARE WE GOING TO DO TODAY (MAYBE)?

- Create an Ad hoc report in Infinite Campus
- Building a webpage using Weebly
- Creating presentations using Microsoft Sway
- Needs Assessments with Google and Microsoft Forms
- Piktochart for Communicating
- SCUTA can be your biggest advocate
- QR Codes for Quick Links
- Kahoot for Core Curriculum Pre/Post test data
- Dance Break



# AD HOC REPORTS

# STEP 1: WHAT REPORT DO I NEED?

**Ad Hoc Filter Designer**

This wizard will walk you through the creation of a new filter. Filters can be created using the Query wizard, selection editor or a pass-through SQL Query. Ad Hoc Filters can be used as a search, or as input to a report.

**Saved Filter**

- AMS ad hoc
- student 7th grade inquiry
- student 8th grade students
- student AMS Attendance Report
- person AMS Staff
- student Copy of (2) Students on RTI and/or 504 Plan
- student Copy of student for list
- student Copy of Students on RTI and/or 504 Plan
- student Copy of Students with 6 or less absences
- student Copy of Unexcused Absences
- student ELL
- student gifted list
- student Hispanic Student OSS data
- student quiz team
- student read 180
- student SCUTA student list
- student Student name
- student Student name 2
- student Students Grade/birthdate Ad Hoc
- student Unexcused Absences
- Ad Hoc
- Attendance

**Create New**

| Filter Type                                   | Data Type                                |
|---|--|
| <input checked="" type="radio"/> Query Wizard | <input checked="" type="radio"/> Student |
| <input type="radio"/> Selection Editor        | <input type="radio"/> Census/Staff       |
| <input type="radio"/> Pass-through SQL Query  | <input type="radio"/> Course/Section     |

## 2. WHAT DO I NEED TO PUT IN THE REPORT?

\*Query Name:

Short Description:

Long Description:

---

**Select categories & fields**

Filter By

All Fields

**Student**

- Demographics**
  - personID
  - stateID
  - otherID
  - additionalID
  - studentNumber
  - personGUID
  - identityID
  - effectiveDate
  - lastName
  - firstName
  - middleName
  - suffix
  - alias
  - gender
  - birthdate
  - ssn
  - legalFirstName
  - legalLastName
  - legalMiddleName
  - legalGender
  - legalSuffix
  - raceEthnicity

**Selected Fields**

- student.lastName
- student.firstName
- student.studentNumber
- student.grade
- student.gender
- student.raceEthnicity
- student.activeToday
- student.startDate

# 3. HOW TO FILTER YOUR AD HOC

\*Query Name:

Short Description:

Long Description:  +

---

Filter the data

| ID | *Field                | Operator | Value                                  |
|----|-----------------------|----------|--|
| 1  | student.lastName      |          |  |
| 2  | student.firstName     |          |  |
| 3  | student.studentNumber |          |  |
| 4  | student.grade         |          |  |
| 5  | student.gender        |          |  |
| 6  | student.raceEthnicity |          |  |
| 7  | student.activeToday   | = TRUE   |  |
| 8  | student.startDate     | BETWEEN  | DATE 9/26/2018 THROUGH DATE 10/12/2018 |

Logical Expression (Optional):

# HOW TO PRINT YOUR REPORT

The screenshot displays a software interface with a left-hand navigation menu and a main content area. The navigation menu includes the following items:

- Grades Report
- Report Card
- Transcript Batch
- Ad Hoc Reporting
- Filter Designer
- Data Viewer
- Letter Designer
- Letter Builder
- Data Export**
- Data Analysis
- Batch Queue
- System Administration
  - PLP
  - Custom Forms
  - Resources
- GA State Reporting
  - Student Record Extracts

The main content area is titled "Saved Filter" and contains a list of filters. The filter "student SCUTA student list" is selected and highlighted in blue. Other filters in the list include:

- AMS ad hoc
- student 7th grade inquiry
- student 8th grade students
- student AMS Attendance Report
- person AMS Staff
- student Copy of (2) Students on RTI and/or 504 Plan
- student Copy of student for list
- student Copy of Students on RTI and/or 504 Plan
- student Copy of Students with 6 or less absences
- student Copy of Unexcused Absences
- student ELL
- student gifted list
- student Hispanic Student OSS data
- student quiz team
- student read 180
- student Student name
- student Student name 2
- student Students Grade/birthdate Ad Hoc
- student Unexcused Absences
- Ad Hoc
- Attendance

Below the list are buttons for "Search", "Edit", "Test", "Copy", and "Delete", along with a "Create a new Folder" button. To the right of the filter list is a dialog box titled "SCUTA student list" with a section "Pick an Export Format" containing radio buttons for:

- HTML list report
- XML
- Delimited values (CSV)
- Fixed width
- PDF report

An "Export" button is located below the radio buttons.

# YOUR RESULTS

## SCUTA student list Total Records: 3

[Simple HTML table](#)

 Export to Excel  Export to PDF

Drag a column header and drop it here to group by that column

| STUDENT.LASTNAME | STUDENT.FIRSTNAME | STUDENT.STUDENTNUMB... | STUDENT.GRADE | STUDENT.GENDER | STUDENT.RACEETHNICITY | STUDENT.STARTDATE |
|------------------|-------------------|------------------------|---------------|----------------|-----------------------|-------------------|
| Johnson          | Tavoris           | 118145                 | 06            | M              | B                     | 10/01/2018        |
| Melvin           | Ania              | 142588                 | 08            | F              | B                     | 10/03/2018        |
| Moses-Nicholas   | Classie           | 145141                 | 06            | F              | M                     | 09/26/2018        |

# OTHER REPORTS IN IC

The screenshot shows the 'Fill Counselor' tool interface. On the left is a navigation menu with categories like Student Information, Instruction, Census, Behavior, Health, Attendance, Scheduling, and Fees. The 'Fill Counselor' option is highlighted under Scheduling. The main area has a title bar 'Fill Counselor' and a description: 'This tool will facilitate the mass assignment of students to a counselor.' Below this are search filters: 'Search Students' with radio buttons for 'Grade' (selected) and 'Ad Hoc Filter', a date field for 'Enrollment Effective Date' set to 03/31/2014, and name filters for 'Last Name' and 'First Name'. A 'Search Students' button is present. Below the search filters is a 'Counselor' section with a dropdown menu set to 'Choose a Counselor' and a 'Fill Counselor' button. To the right, a 'Search Result (4 students)' table lists the following data:

| Grade | Name            |
|-------|-----------------|
| 11    | Student, Adrian |
| 11    | Student, Alexis |
| 11    | Student, Andrew |
| 11    | Student, Jacob  |

At the bottom right of the search results area, there is a note: 'Click to remove a student Ctrl-z to undo the removing'.

1. Fill Counselor lets you assign students to your caseload.




# ENROLLMENT SUMMARY

The screenshot shows a web application interface for configuring an Enrollment Summary report. On the left is a navigation menu with 'Index' and 'Search' tabs. The 'Enrollment Summary' option is highlighted in the menu. The main content area contains the following configuration options:

- Enrollment Effective Date\***: 11/08/2018
- Which schools would you like to include in the report?**: A dropdown menu showing 'Appling Middle School'.
- Which Race/Ethnicity values would you like to use?**: Radio buttons for 'Federal Race/Ethnicity Values' (selected) and 'State Race/Ethnicity Values'.
- How would you like to format the report?**: Radio buttons for 'Original Format: Race/Ethnicities across the top and Grade Levels vertically' (selected) and 'Tall Format: Grade Levels across the top and Race/Ethnicities vertically'.
- What types of enrollments would you like to include in the report?**: Checkboxes for 'P:Primary' (checked), 'S:Partial' (checked), and 'N:Special Ed Services' (checked).
- Report Options:**:
  - Observe State Exclude (Do not include enrollments marked as state exclude)
  - Only print Race/Ethnicities in which there is at least one student with that value
  - Print in HTML format

2. Enrollment Summary lets you get a comprehensive breakdown by race to see if there is a subgroup that can be targeted for small groups

# ASCA SCHOOL DATA TEMPLATE

| School Data Profile Template         |           |  AMERICAN SCHOOL COUNSELOR ASSOCIATION |           |     |           |     |  |
|--------------------------------------|-----------|--|-----------|-----|-----------|-----|--|
|                                      |           |  |           |     |           |     |  |
|                                      | 2011-2012 |  | 2012-2013 |     | 2013-2014 |     |  |
|                                      | #         | %  | #         | %   | #         | %   |  |
| <b>Enrollment</b>                    |           |  |           |     |           |     |  |
| Total enrollment                     | 1,771     | 100  | 1,791     | 100 | 1,868     | 100 |  |
| Gifted (school-based)                |           |  |           |     |           |     |  |
| ESOL                                 |           |  |           |     |           |     |  |
| Special education services           |           |  |           |     |           |     |  |
| 2013-2014                            |           |  |           |     |           |     |  |
| <b>Dropout Rate</b>                  | %         |  | %         |     | %         |     |  |
| All students                         |           |  |           |     | 2         |     |  |
| Asian or Pacific Islander            |           |  |           |     | 0         |     |  |
| Black                                |           |  |           |     | 4.4       |     |  |
| Hispanic/Latino                      |           |  |           |     | 10        |     |  |
| White                                |           |  |           |     | 0.7       |     |  |
| Students with disabilities           |           |  |           |     | 10.5      |     |  |
| Students identified as disadvantaged |           |  |           |     | 4.2       |     |  |
| Limited-English-proficiency students |           |  |           |     | 8.3       |     |  |
| 2013-2014                            |           |  |           |     |           |     |  |
| <b>Graduation Rate</b>               | %         |  | %         |     | %         |     |  |
| All students                         |           |  |           |     | 94.1      |     |  |
| Asian or Pacific Islander            |           |  |           |     | 100       |     |  |
| Black                                |           |  |           |     | 85.3      |     |  |
| Hispanic/Latino                      |           |  |           |     | 80        |     |  |
| White                                |           |  |           |     | 97.6      |     |  |
| Students with disabilities           |           |  |           |     | 86.8      |     |  |
| Students identified as disadvantaged |           |  |           |     | 86.3      |     |  |
| Limited-English-proficiency students |           |  |           |     | 66.7      |     |  |
| 2011-2012                            |           |  |           |     |           |     |  |
| <b>Attendance</b>                    | %         |  | %         |     | %         |     |  |
| All Students                         | 97        |  | 99        |     | 97        |     |  |
| Asian or Pacific Islander            | 99        |  | 100       |     | 99        |     |  |
| Black                                | 97        |  | 98        |     | 96        |     |  |
| Hispanic/Latino                      | 97        |  | 98        |     | 96        |     |  |
| White                                | 98        |  | 99        |     | 97        |     |  |
| Students with disabilities           | 96        |  | 98        |     | 97        |     |  |
| Students identified as disadvantaged | 96        |  | 98        |     | 96        |     |  |
| Limited-English-proficiency students | 97        |  | 100       |     | 97        |     |  |

- You can use ad hoc and enrollment summary to fill in some queries for this document.

SWAY IS YOUR FRIEND

# WHAT IS SWAY?

- Sway is an easy-to-use digital storytelling app for creating interactive reports, presentations, personal stories and more. Its built-in design engine helps you create professional designs in minutes.



# WHAT CAN YOU DO IN SWAY?

- Digital newsletter (now able to print as PDF)
- Communications
- Presentations/Lessons



EXAMPLE OF SWAY  
IN ACTION

10 TIME  
COMMANDMENTS

# DATA & ADVOCACY INVOLVE:

Making data your friend and not your enemy

Tracking your time

Breaking data down

Sharing with stakeholders

Help decrease non-school counseling

Understanding the discrepancies in the big picture



# SCUTA IS YOUR BIGGEST ADVOCATE

Time Analysis for School Counselors



# SCUTA.....WHET???



School

Counselor

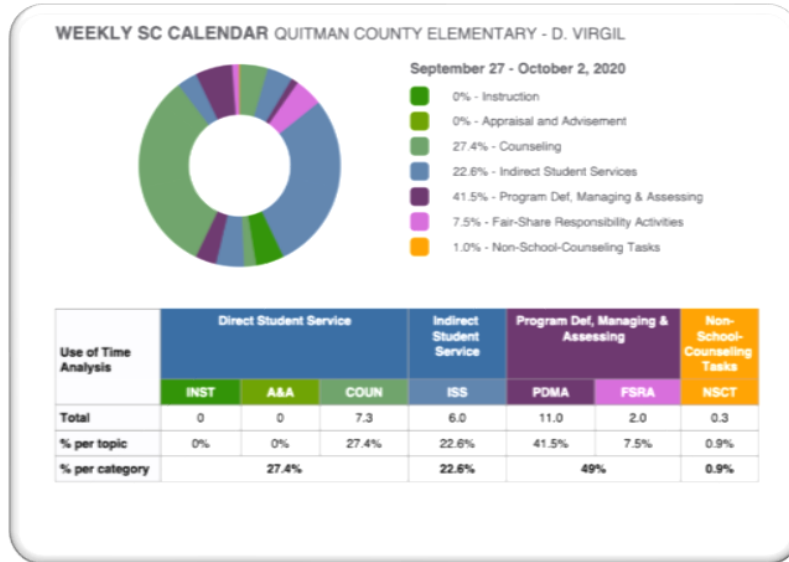
Use of

Time

Analysis

|       |  |   |  |   |   |
|-------|--|---|--|---|---|
| 8:00  |  |   |  |   |   |
| 8:15  |  |   |  |   |   |
| 8:30  | 8:30 - 9:00<br>FSRA   Staff Support                                  | 8:30 - 9:00<br>ISS   Email                        | 8:30 - 9:00<br>ISS   Email                           | 8:30 - 9:00<br>ISS   Email                          | 8:30 - 9:30<br>PDMA   Lesson Planning           |
| 8:45  |  |   |  |   |   |
| 9:00  | 9:00 NSCT   Transfer of  | 9:00 - 10:00<br>PDMA   Lesson Planning            | 9:00 - 10:00<br>PDMA   Lesson Planning               | 9:00 - 10:00<br>PDMA   Lesson Planning              |   |
| 9:15  | 9:15 ISS   Email   |   |  |   |   |
| 9:30  | 9:30 - 10:00<br>COUN   New Student Visit                             |   |  |   | 9:30 - 10:00<br>COUN   Counseling - Individual  |
| 9:45  |  |   |  |   |   |
| 10:00 | 10:00 - 11:00<br>ISS   Consultation - Support Staff<br>Support Staff | 10:00 - 10:45<br>COUN   Counseling - Individual   | 10:00 - 11:15<br>PDMA   Bully Prevention Programming | 10:00 - 10:45<br>COUN   Counseling - Individual     | 10:00 - 11:30<br>FSRA   Meeting - Faculty       |
| 10:15 |  |   |  |   |   |
| 10:30 |  |   |  |   |   |
| 10:45 |  | 10:45 - 12:00<br>COUN   Counseling - Individual   |  | 10:45 - 12:00<br>PDMA   Counseling Session Planning |   |
| 11:00 | 11:00 - 12:00<br>PDMA   Lesson Planning                              |   |  |   |   |
| 11:15 |  |   | 11:15 - 12:00<br>COUN   Counseling - Individual      |   |   |
| 11:30 |  |   |  |   | 11:30 - 12:15<br>COUN   Counseling - Individual |
| 11:45 |  |   |  |   |   |
| 12:00 | 12:00 - 1:00<br>S   Duty Free Lunch                                  | 12:00 - 1:00<br>S   Duty Free Lunch               | 12:00 - 1:00<br>S   Duty Free Lunch                  | 12:00 - 1:00<br>S   Duty Free Lunch                 |   |
| 12:15 |  |   |  |   | 12:15 - 1:15<br>S   Duty Free Lunch             |
| 12:30 |  |   |  |   |   |
| 12:45 |  |   |  |   |   |
| 1:00  | 1:00 - 2:00<br>S   Personal/Sick Day                                 | 1:00 - 1:30<br>ISS   Email                        | 1:00 - 1:30<br>ISS   Email                           | 1:00 - 1:30<br>ISS   Email                          |   |
| 1:15  |  |   |  |   | 1:15 - 1:45<br>ISS   Email                      |
| 1:30  |  | 1:30 - 2:00<br>ISS   Consultation - Support Staff | 1:30 - 2:30<br>PDMA   Bully Prevention Programming   | 1:30 - 2:30<br>COUN   Counseling - Individual       |   |
| 1:45  |  |   |  |   | 1:45 - 2:30<br>ISS   Consultation - Agency      |
| 2:00  | 2:00 - 2:30<br>COUN   Counseling - Individual                        | 2:00 - 3:00<br>PDMA   Lesson Planning             |  |   |   |
| 2:15  |  |   |  |   |   |
| 2:30  | 2:30 - 3:00  |   | 2:30 - 3:00  | 2:30 - 3:00   | 2:30 - 3:00                                     |

# USING A CALENDAR



# USING DATA FROM CALEDNAR FOR ADVOCACY

Use-of-Time Analysis: **August 4, 2020 - January 8, 2021**

| OK | CATEGORY GOAL*  | %TIME (Actual)            | CATEGORY                             | %TIME | HOURS | FREQ. |
|----|---|---------------------------|--------------------------------------|-------|-------|-------|
|    |   | Direct Student Services   | Instruction                          | 3.8   | 10.3  | 13    |
|    |   | 25%                       | Appraisal and Advisement             | 0     | 0     | 0     |
| x  | Student Services<br>80% <i>or more</i>                  | Indirect Student Services | Counseling                           | 21.6  | 58.5  | 80    |
|    |   | 35%                       | Indirect Student Services            | 34.7  | 93.8  | 170   |
| x  | Program Planning & School Support<br>20% <i>or less</i> | 35%                       | Program Def, Managing & Assessing    | 30.8  | 83.3  | 80    |
|    |   |                           | Fair-Share Responsibility Activities | 4.3   | 11.5  | 14    |
| x  | Non-School-Counseling Tasks<br>0%                       | 5%                        | Non-School-Counseling Tasks          | 4.9   | 13.3  | 17    |

\*American School Counselor Association (2019). The ASCA National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandria, VA: author.

# USE OF TIME ANALYSIS

# PIKTOGRAPH TO COMMUNICATE

# APPLING MIDDLE SCHOOL

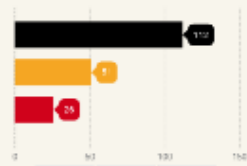
November 2018

Appling Middle School's Comprehensive School Counseling Program & PBIS Update

## Major Referrals

Source: Inlink Campus & PBS Apps for Appling Middle School

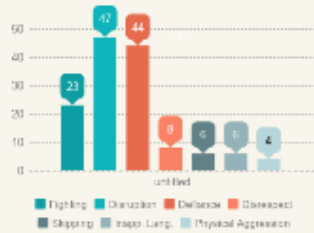
Referrals Aug.-Oct. 2018 vs. Aug.-Oct. 2017



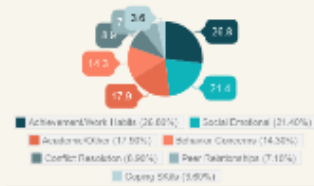
Referrals By Problem Behavior

2018 National Bullying Report

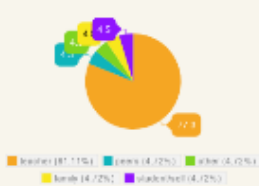
Referrals By Problem Behavior Aug.-Oct. 2018



Focus Analysis



Focus Analysis



Referral Analysis Report

This data shows the breakdown of what issues our time is spent with students, staff, and other

# PIKTOGRAPH

# MICROSOFT/GOOGLE FORMS

# MICROSOFT FORMS



CAN BE GREAT FOR  
PRE-POST TESTS



NEEDS ASSESSMENT



TAKING  
ATTENDANCE FOR  
MEETINGS



HERE IS AN  
EXAMPLE.



ANY QUESTIONS?



THANK YOU!!!

