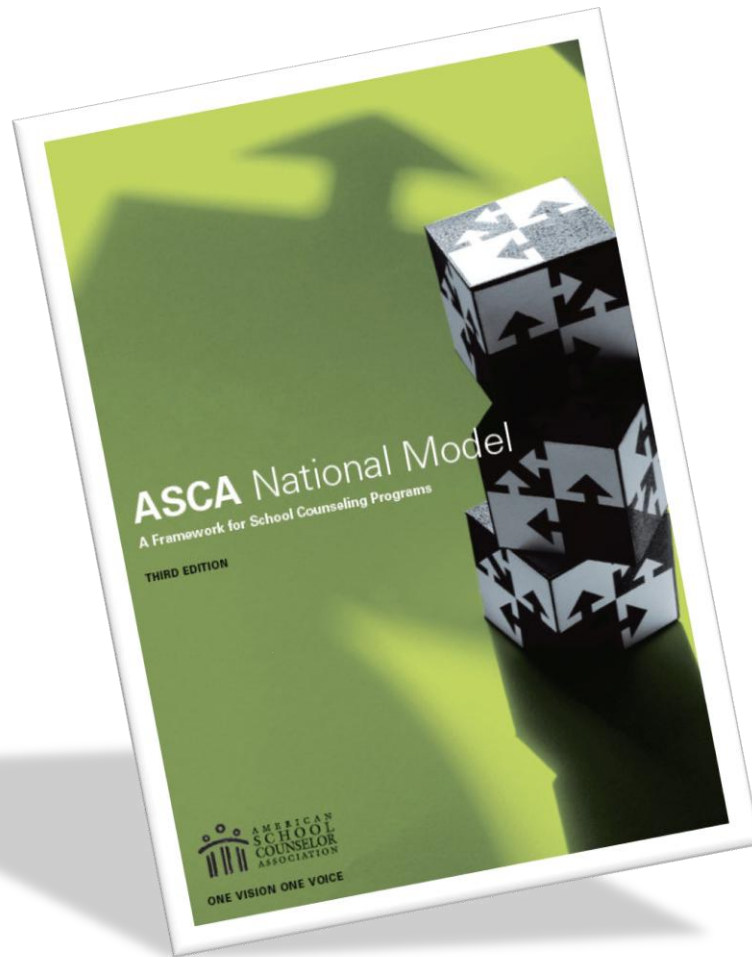


The ASCA National Model

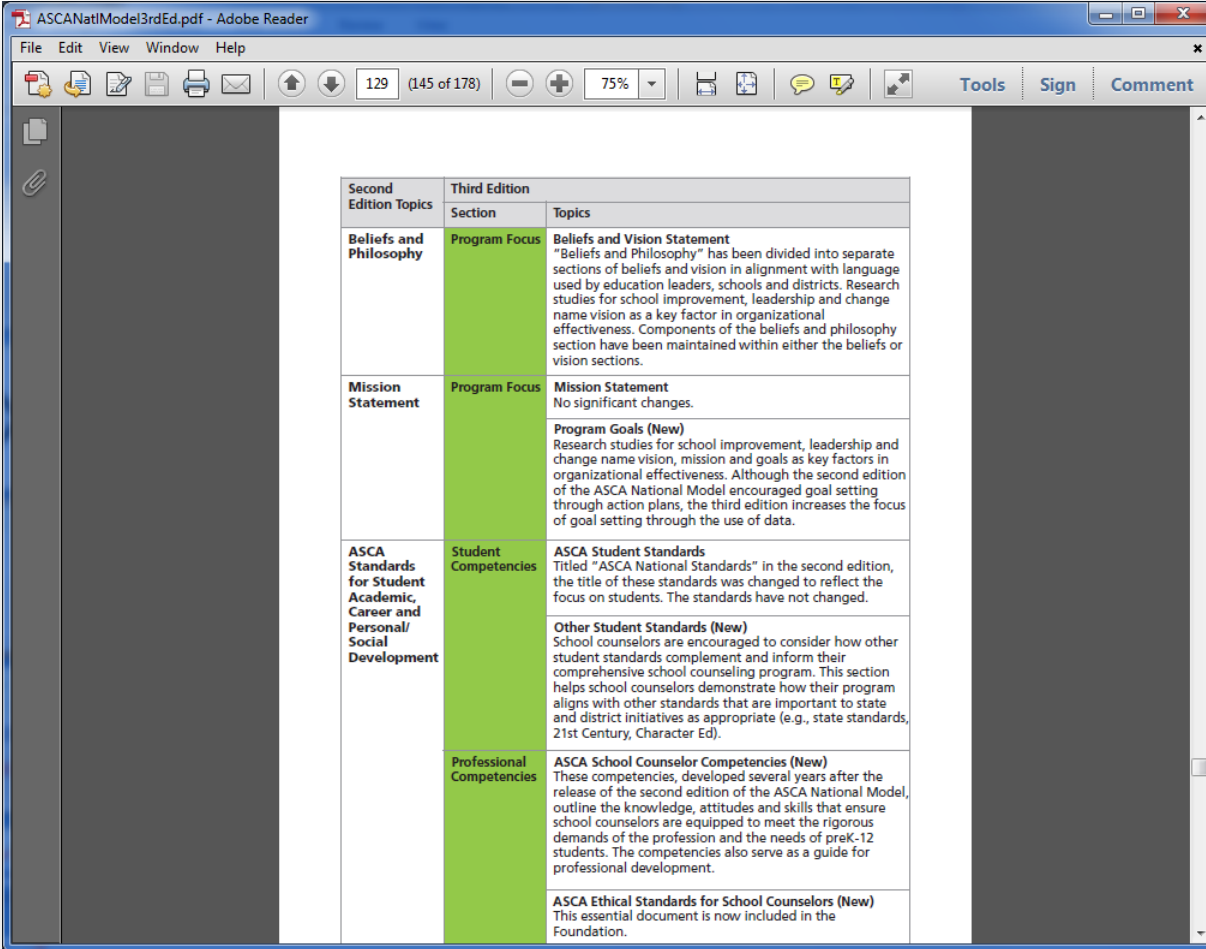
3rd Edition





Change...

p. 128



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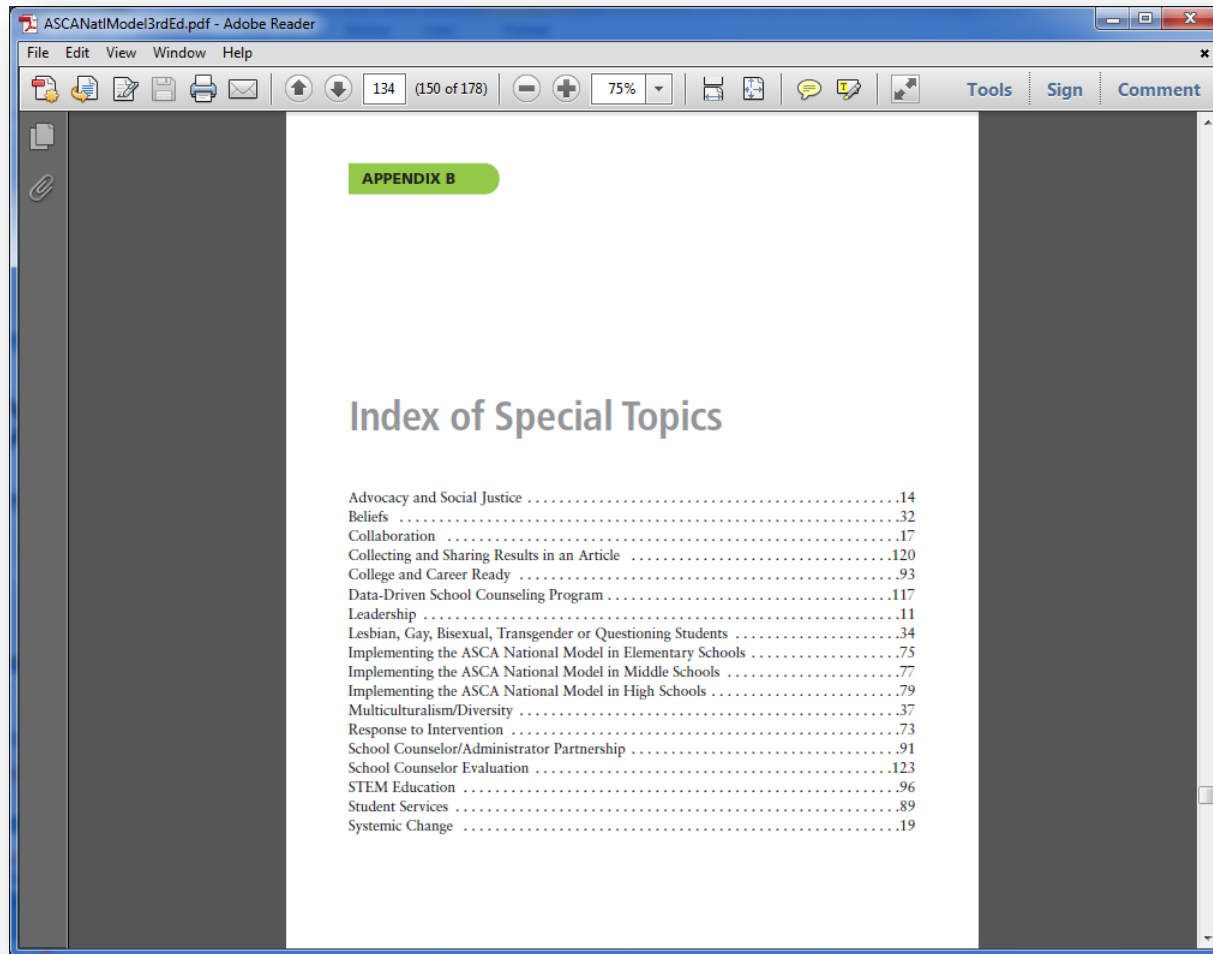
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129 (145 of 178) 75% Tools Sign Comment

Second Edition Topics	Third Edition	
	Section	Topics
Beliefs and Philosophy	Program Focus	Beliefs and Vision Statement "Beliefs and Philosophy" has been divided into separate sections of beliefs and vision in alignment with language used by education leaders, schools and districts. Research studies for school improvement, leadership and change name vision as a key factor in organizational effectiveness. Components of the beliefs and philosophy section have been maintained within either the beliefs or vision sections.
		Mission Statement No significant changes.
ASCA Standards for Student Academic, Career and Personal/Social Development	Student Competencies	Program Goals (New) Research studies for school improvement, leadership and change name vision, mission and goals as key factors in organizational effectiveness. Although the second edition of the ASCA National Model encouraged goal setting through action plans, the third edition increases the focus of goal setting through the use of data.
		ASCA Student Standards Titled "ASCA National Standards" in the second edition, the title of these standards was changed to reflect the focus on students. The standards have not changed.
	Professional Competencies	Other Student Standards (New) School counselors are encouraged to consider how other student standards complement and inform their comprehensive school counseling program. This section helps school counselors demonstrate how their program aligns with other standards that are important to state and district initiatives as appropriate (e.g., state standards, 21st Century, Character Ed).
		ASCA School Counselor Competencies (New) These competencies, developed several years after the release of the second edition of the ASCA National Model, outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of preK-12 students. The competencies also serve as a guide for professional development.
		ASCA Ethical Standards for School Counselors (New) This essential document is now included in the Foundation.

Special Topics

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Themes

**What the school counselor
brings to this work**



THE ASCA MODEL

SCHOOL COUNSELORS AS

LEADERS

ADVOCATES

COLLABORATORS

SYSTEM CHANGERS



Leadership

p. 1

Leadership Context (Bolman & Deal, 1997/2008)	School Counseling Leadership Activities (Dollarhide, 2003)	Leadership Components of the ASCA National Model
<i>Structural leadership:</i> Leadership in the building of viable organizations	<ol style="list-style-type: none">1. Build the foundation of an effective school counseling program.2. Attain technical mastery of counseling and education.3. Design strategies for growth of the school counseling program.4. Implement an effective school counseling program.	<ol style="list-style-type: none">1. Define program focus, select appropriate student competencies, and adhere to professional competencies.2. Analyze results of school counselor competency assessment to inform areas of growth for professional development.3. Analyze results of school counseling program assessment and design strategies to continue to improve the comprehensive school counseling program.4. Analyze program results. (curriculum, small-group and closing-the-gap results reports), and consider implications about program effectiveness.

School Counseling Leadership

1. Supports academic achievement and student development
2. Advances effective delivery of a comprehensive school counseling program
3. Promotes professional identity
4. Overcomes challenges of role inconsistency

Turn to page 2 in model

Advocacy

p. 4

	ACA Advocacy Competencies	Advocacy Components of the ASCA National Model
	Acting With Students	Direct Student Services
	Student Empowerment – Efforts that facilitate the identification of external barriers and development of self-advocacy skills, strategies and resources in response to those barriers.	<ol style="list-style-type: none"> 1. School counseling core curriculum <ul style="list-style-type: none"> ■ Instruction ■ Group activities 2. Individual student planning <ul style="list-style-type: none"> ■ Appraisal ■ Advisement 3. Responsive services <ul style="list-style-type: none"> ■ Counseling (individual/small group) ■ Crisis response
	Acting on Behalf of Students	Indirect Student Services and Program Management
Micro-level	Student Advocacy – Assessing the need for direct intervention within the system on behalf of the student, identifying allies and carrying out a plan of action	<ul style="list-style-type: none"> ■ Referrals ■ Consultation ■ Collaboration ■ School data profile ■ Closing-the-gap and small-group action plans
	School/Community Collaboration – Actions	<ul style="list-style-type: none"> ■ Advisory council ■ Program goals



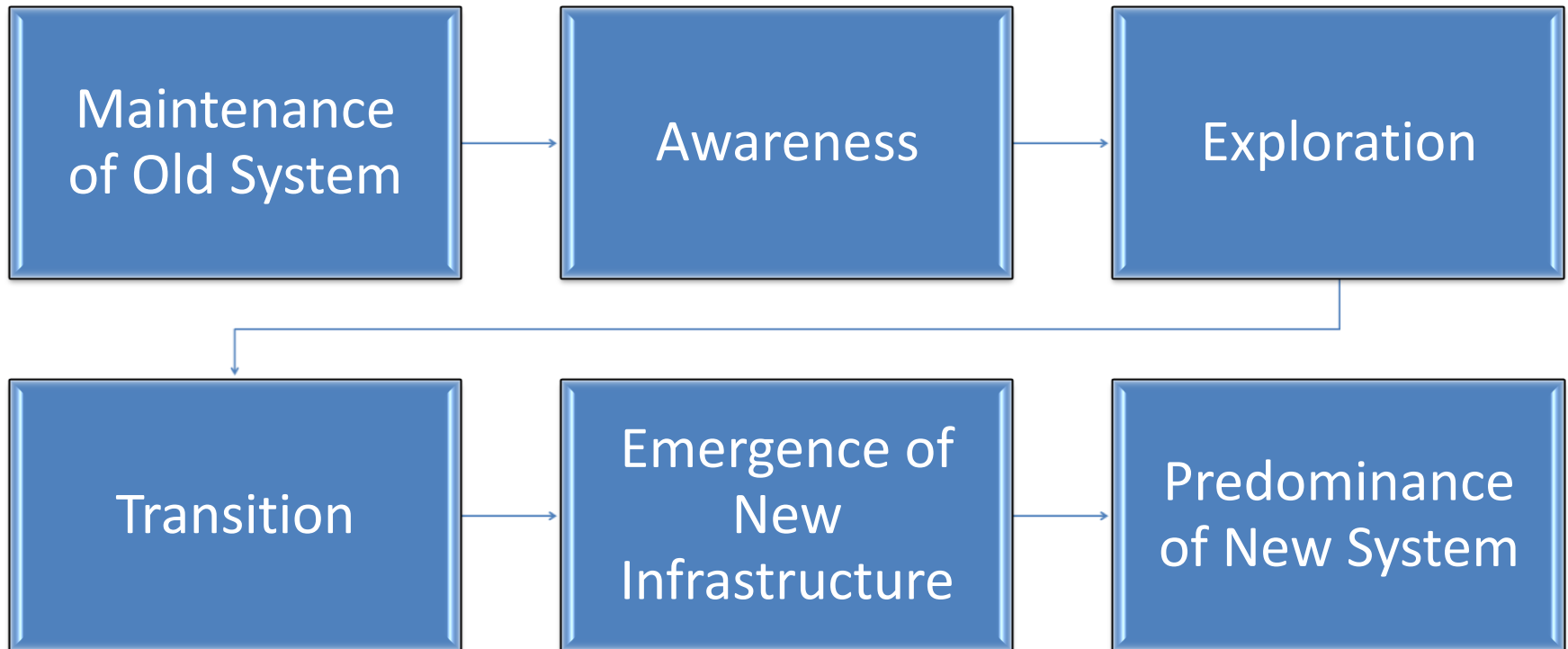
Collaboration

p. 6

Characteristics of Effective Relationships	Collaborative Components of the ASCA National Model
Open communication providing multiple opportunities for input to decision making	<ul style="list-style-type: none">■ Advisory council■ Use of data■ Needs assessments
Opportunities to share ideas on teaching, learning and schoolwide educational initiatives	<ul style="list-style-type: none">■ Teaming and partnering■ School/district committees
Sharing information about needs within the school and the community	<ul style="list-style-type: none">■ School data profile analysis■ Sharing program results
School counselor participation on school leadership teams	<ul style="list-style-type: none">■ Teaming and partnering■ School/district committees
Joint responsibility in the development of goals and metrics indicating success	<ul style="list-style-type: none">■ Program goals■ Annual agreement■ Action plans■ Results reports

Systemic Change

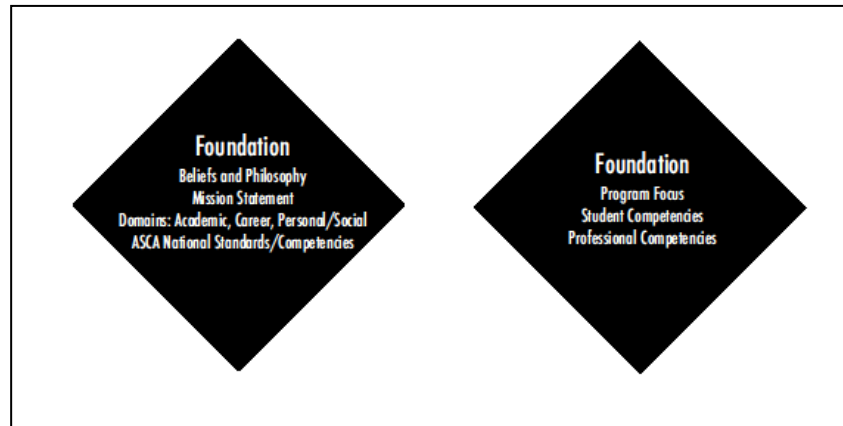
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Foundation

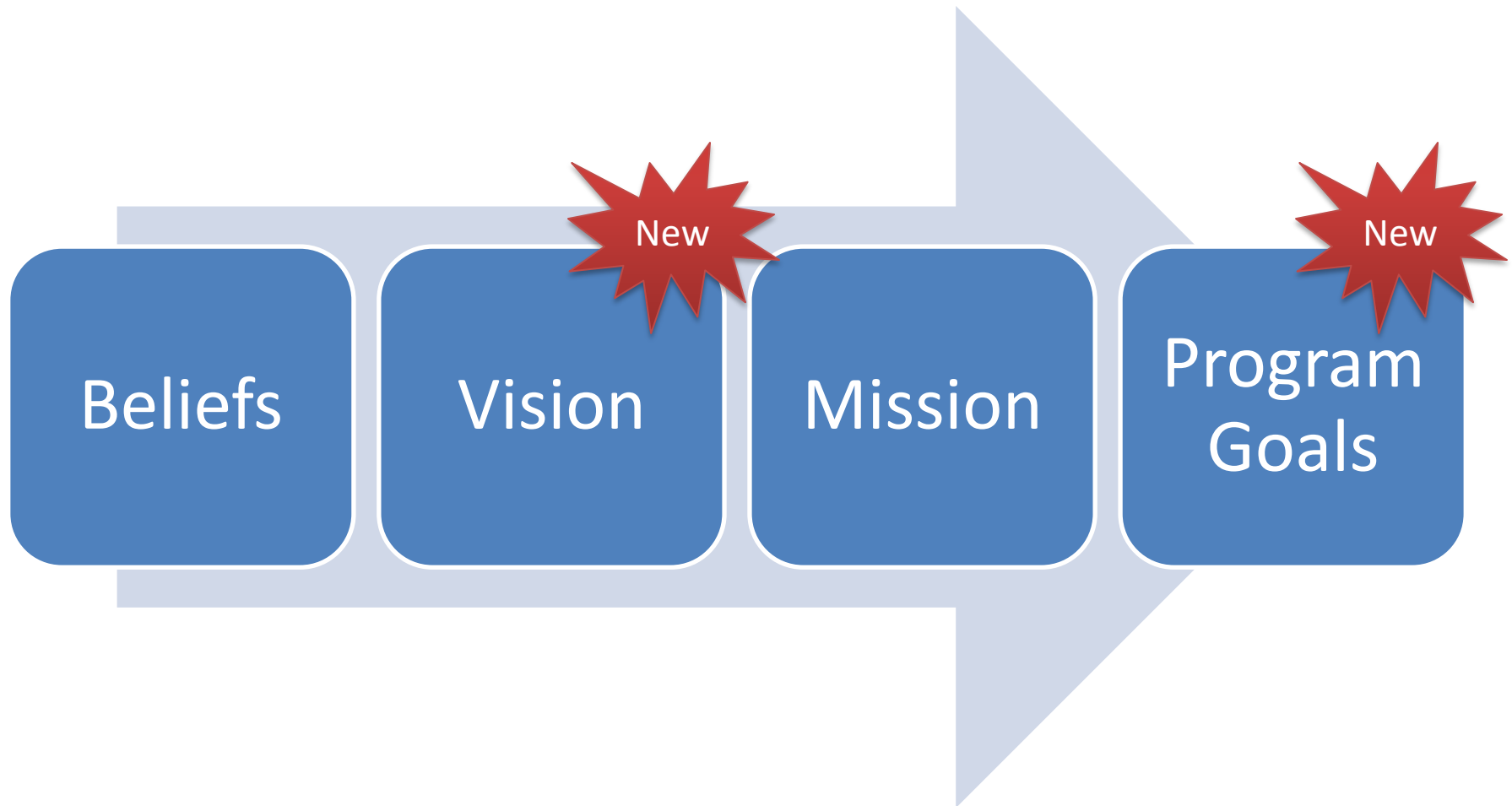
2nd Edition

3rd Edition



1. Program Focus

Foundation



Vision



Iowa School Counseling Mission/Vision DRAFT Statement

- Part of the mission of the Iowa DE, Bureau of Educator Quality, is to support all school counselors in implementing data-driven, standards-based, comprehensive school counseling programs that address the academic, career, and personal/social development of all students. As transformed leaders and student advocates, Iowa professional school counselors will collaborate with stakeholders to remove institutional and environmental barriers, close achievement and opportunity gaps and ensure access, equity and success for all students. As a result, all students will be empowered with the skills, knowledge and attitudes to graduate college, career and citizen-ready.

SMART Goals

p. 28

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28 (44 of 178) 75% Tools Sign Comment

Sample School Counseling Program SMART Goals Worksheet

Specific Issue What is the specific issue based on our school's data?	
Measurable How will we measure the effectiveness of our interventions?	
Attainable What outcome would stretch us but is still attainable?	
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)?	
Time Bound When will our goal be accomplished?	

School: _____ Year: _____

School Counselor(s): _____

Based on the information above, write a single goal statement sentence
Example: By the end of the year, the number of discipline referrals will decrease by 20 percent.

2. Student Competencies

Foundation

ASCA Student
Standards

Other Student
Standards



New

3. Professional Competencies

Foundation



ASCA SC
Competencies



ASCA Ethical
Standards

Management



Management

Agreements
Advisory Council
Use of Data
Action Plans
Use of Time
Calendars

Management

Assessments
Tools

Assessments

Management

School Counselor Competencies



New

I. SCHOOL COUNSELING PROGRAMS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: Knowledge

ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

- ☐ I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- ☐ I-A-2. The organizational structure and qualities of an effective school counseling program that aligns with the ASCA National Model
- ☐ I-A-3. Impediments to student learning and use of advocacy and data-driven school counseling practices to act effectively in closing the achievement/opportunity gap
- ☐ I-A-4. Leadership principles and theories
- ☐ I-A-5. Individual counseling, group counseling and classroom guidance programs ensuring equitable access to resources that promote academic achievement; personal, social and emotional development; and career development including the identification of appropriate post-secondary education for every student
- ☐ I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- ☐ I-A-7. Legal, ethical and professional issues in pre-K-12 schools
- ☐ I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories

Assessments

p. 59

SCHOOL COUNSELING PROGRAM ASSESSMENT

FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every student			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			

Assessments

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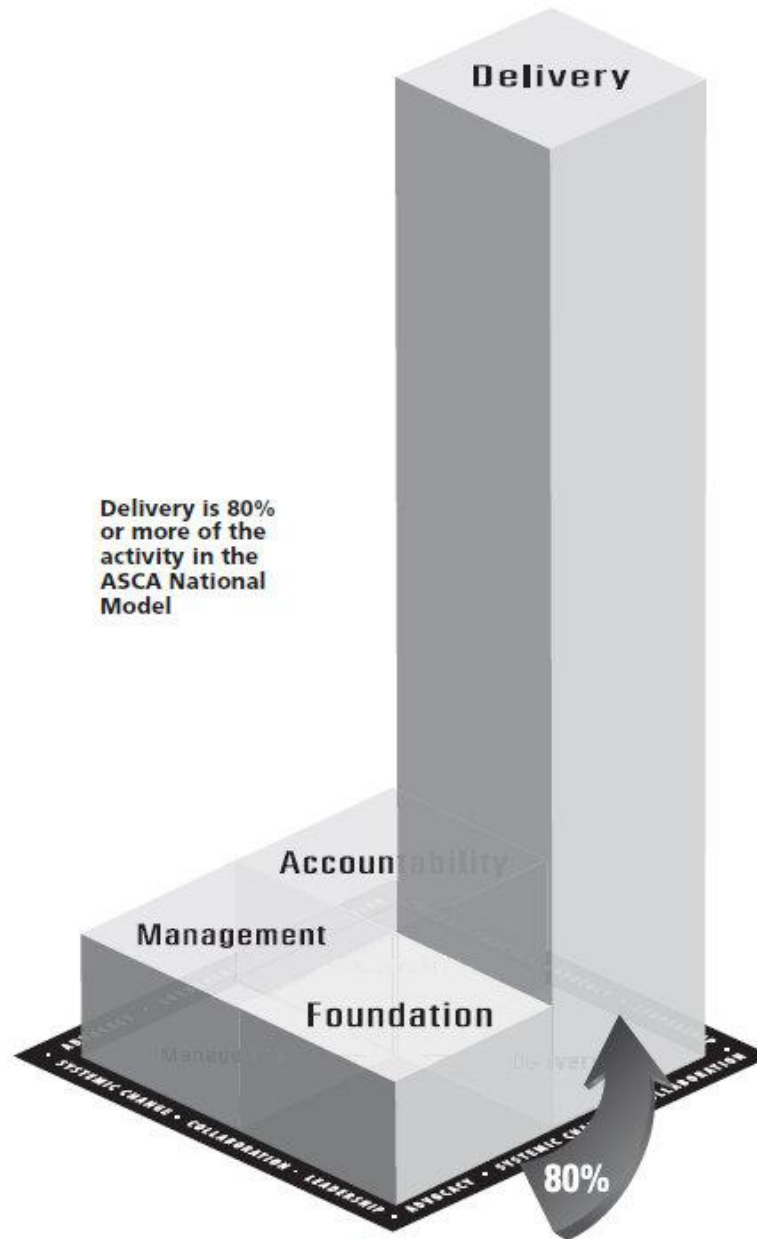
New

USE-OF-TIME ASSESSMENT

	Direct Student Services			Indirect Student Services	Program Management and School Support		Non-School-Counseling Tasks
	School Counseling Core Curriculum	Individual Student Planning	Responsive Services	Referrals/ Consultation/ Collaboration	Program Foundation, Management and Accountability	Fair-Share Responsibility	Non-School-Counseling Tasks
7-7:15 a.m.							
7:16-7:30 a.m.							
7:31-7:45 a.m.							
7:46-8 a.m.							
8:01-8:15 a.m.							
8:16-8:30 a.m.							
8:31-8:45 a.m.							
8:46-9 a.m.							
9:01-9:15 a.m.							
9:16-9:30 a.m.							
9:31-9:45 a.m.							
9:46-10 a.m.							
10:01-10:15 a.m.							
10:16-10:30 a.m.							
10:31-10:45							
10:46-11 a.m.							
11:01-11:15 a.m.							
11:16-11:30 a.m.							
11:31-11:45 a.m.							
11:46 a.m.-12 p.m.							
12:01-12:15 p.m.							
12:16-12:30 p.m.							
12:31-12:45							
12:46-1 p.m.							
1:01-1:15 p.m.							
1:16-1:30 p.m.							
1:31-1:45 p.m.							
1:46-2 p.m.							
2:01-2:15 p.m.							
2:16-2:30 p.m.							
2:31-2:45 p.m.							
2:46-3 p.m.							
3:01-3:15 p.m.							
3:16-3:30 p.m.							
3:31-3:45 p.m.							
3:46-4 p.m.							
TOTALS							
% per topic							
% per category							

12:46-1 p.m.							
1:01-1:15 p.m.							
1:16-1:30 p.m.							
1:31-1:45 p.m.							
1:46-2 p.m.							
2:01-2:15 p.m.							
2:16-2:30 p.m.							
2:31-2:45 p.m.							
2:46-3 p.m.							
3:01-3:15 p.m.							
3:16-3:30 p.m.							
3:31-3:45 p.m.							
3:46-4 p.m.							
TOTALS							
% per topic							
% per category							

Delivery is 80%
or more of the
activity in the
ASCA National
Model



Tools

Management

Annual
Agreement

Advisory
Council

Calendars

New

Curriculum
Lesson Plan

New

School Data
Profile



New

LESSON PLAN TEMPLATE

School Counselor: _____ Date: _____

Activity: _____

Grade(s): _____

ASCA Student Standards (Domain/Standard/Competencies):

Learning Objective(s):

1. _____
2. _____
3. _____

Materials: _____

Procedure: _____

Plan for Evaluation: How will each of the following be collected?

Process Data: _____

Perception Data: _____

Outcome Data: _____

Follow Up: _____

School Data Profile Template

p. 66

New

SCHOOL DATA PROFILE TEMPLATE

School Data Profile						
School Year	#	%	#	%	#	%
Enrollment						
Total enrollment						
Gifted (school-based)						
ESOL						
Special education services						
School Year						
Dropout Rate	%		%		%	
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						
Graduation Rate	%		%		%	
All students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						
School Year						
Attendance	%		%		%	
All Students						
Asian or Pacific Islander						
Black						
Hispanic/Latino						
White						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						

Program Results Data

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Process	Perception	Outcome
<ul style="list-style-type: none">• Numbers impacted	<ul style="list-style-type: none">• Pre/Post• Surveys	<ul style="list-style-type: none">• Achievement• Attendance• Behavior

Action Plan Templates

p. 69



Curriculum

Small
Group

Closing the
Gap

SMALL-GROUP ACTION PLAN

Year: _____

(School Name)

Group Name: _____

Goal: _____

Target Group: _____

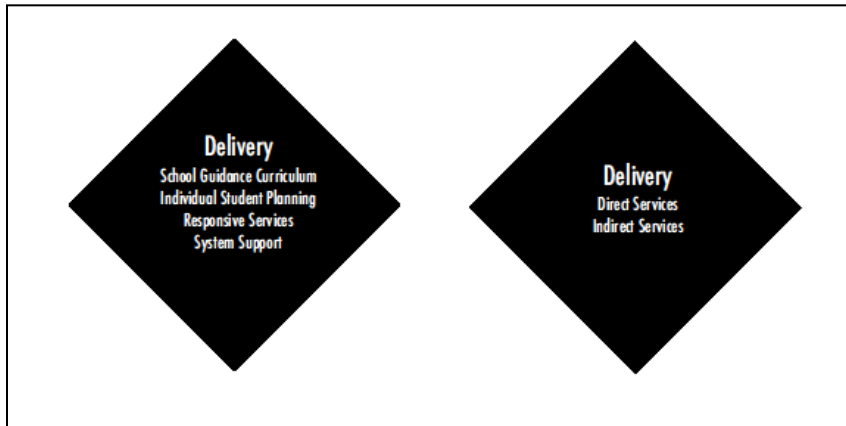
Data Used to Identify Students: _____

School Counselor(s)	ASCA Domain, Standard and Student Competency	Outline of Group Sessions to be Delivered	Resources Needed	Process Data (Projected number of students affected)	Perception Data (Type of surveys to be used)	Outcome Data (Achievement, attendance and/or behavior data to be collected)	Project Start/ Project End

Delivery

2nd Edition

3rd Edition



Delivery

80%



Delivery

Direct
Student
Services

- In-person interactions with students

Indirect
Student
Services

- Interactions with others

Delivery

Direct
Student
Services

• **WITH**
students

Indirect
Student
Services

• **FOR**
students

Direct Student Services

Delivery

SC Core
Curriculum

Individual
Student
Planning

Responsive
Services

Indirect Student Services

Delivery



Referrals



Consultation

Collaboration

Direct and Indirect Student Services

p. 84

Figure 4.1 Delivery Component

Item	Elements and Strategies	Recipient	Method
Direct Student Services	School Counseling Core Curriculum <ul style="list-style-type: none"> ■ Instruction ■ Group Activities Individual Student Planning <ul style="list-style-type: none"> ■ Appraisal ■ Advisement Responsive Services <ul style="list-style-type: none"> ■ Counseling ■ Crisis Response 	All Students  Identified Students	Interactions with Students in: Large Group Classroom Small Group Individual
Indirect Student Services	<ul style="list-style-type: none"> ■ Referrals ■ Consultation ■ Collaboration 	All Students  Identified Students	Interactions with Others

Adapted from Gysbers, N.C. & Henderson, P. (2012) Developing and managing your school counseling program. (5th ed.), Alexandria, VA: American Counseling Association.

Use of Time Comparison

p. 135-136

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136 (152 of 178) 75% Tools Sign Comment

ASCA National Model (third edition) Delivery	K-12	ASCA National Model (second edition) Delivery	Elementary	Middle	Secondary
Direct Services <ul style="list-style-type: none"> ■ Counseling Core Curriculum ■ Individual Student Planning 	80% or more	Guidance Curriculum	35%-45%	25%-35%	15%-25%
Indirect Services <ul style="list-style-type: none"> ■ Referrals ■ Consultation ■ Collaboration 		Individual Student Planning	5%-10%	15%-25%	25%-35%
		Responsive Services	30%-40%	30%-40%	25%-35%
		System Support	10%-15%	10%-15%	15%-20%

Adapted from Gysbers, N.C. & Henderson, P. (2012). *Developing and managing your school counseling program* (5th ed.). Alexandria, VA: American Counseling Association.

Included in Other Components

Program Planning and School Support <ul style="list-style-type: none"> ■ Program management and operations (management) ■ Professional development (foundation and management) ■ Data analysis (accountability) ■ Fair-share responsibilities (management) 	20% or less
---	-------------

Accountability

2nd Edition

3rd Edition



Accountability
Results Reports
School Counselor Performance Standards
Program Audit



Accountability
Data Analysis
Program Results
Evaluation and Improvement

1. Data Analysis

Accountability



New

School Data
Profile
Analysis

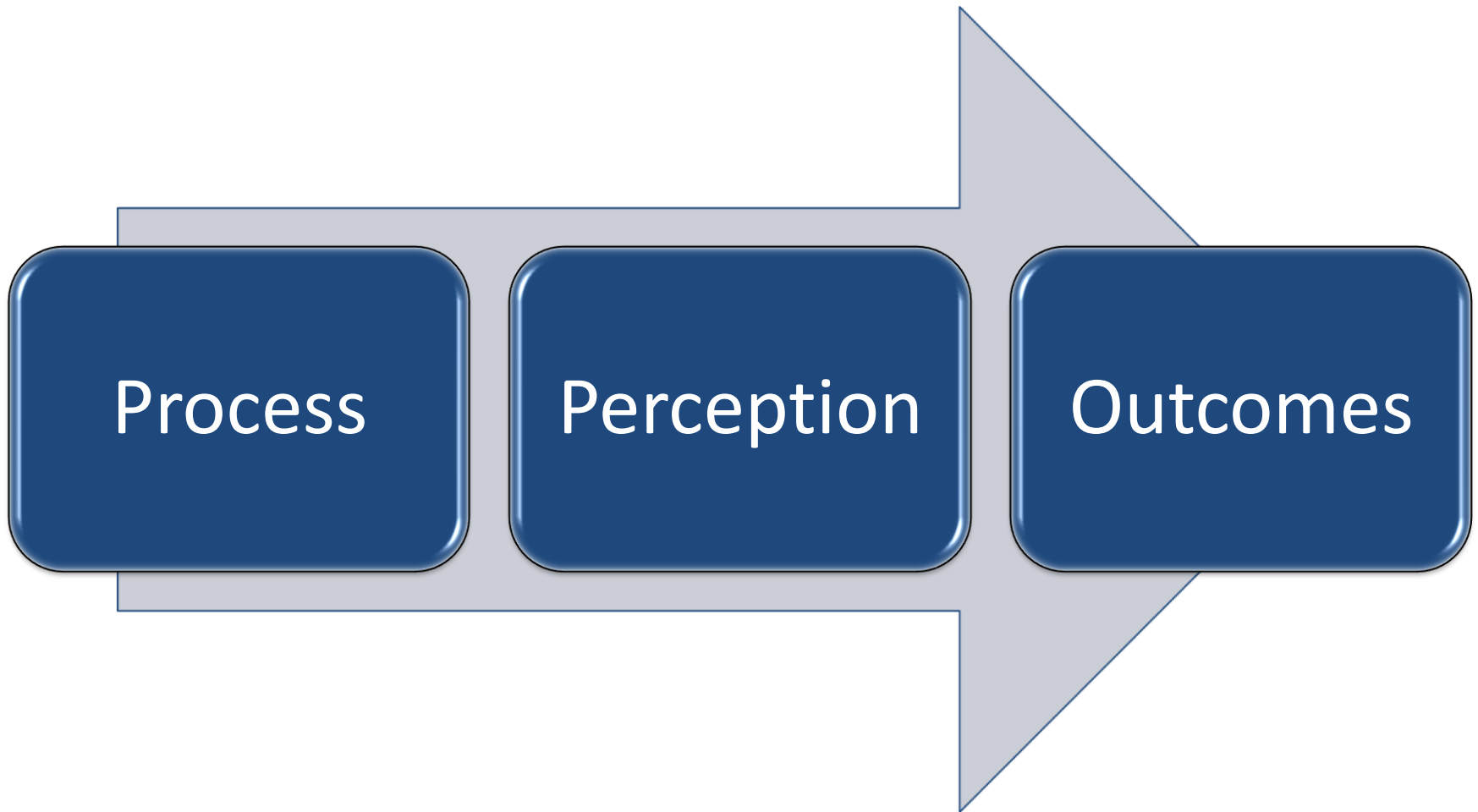


New

Use of Time
Analysis

2. Program Results

Accountability



Program Results

Accountability



New

Curriculum
Results Report
Analysis

Small Group
Results Report
Analysis

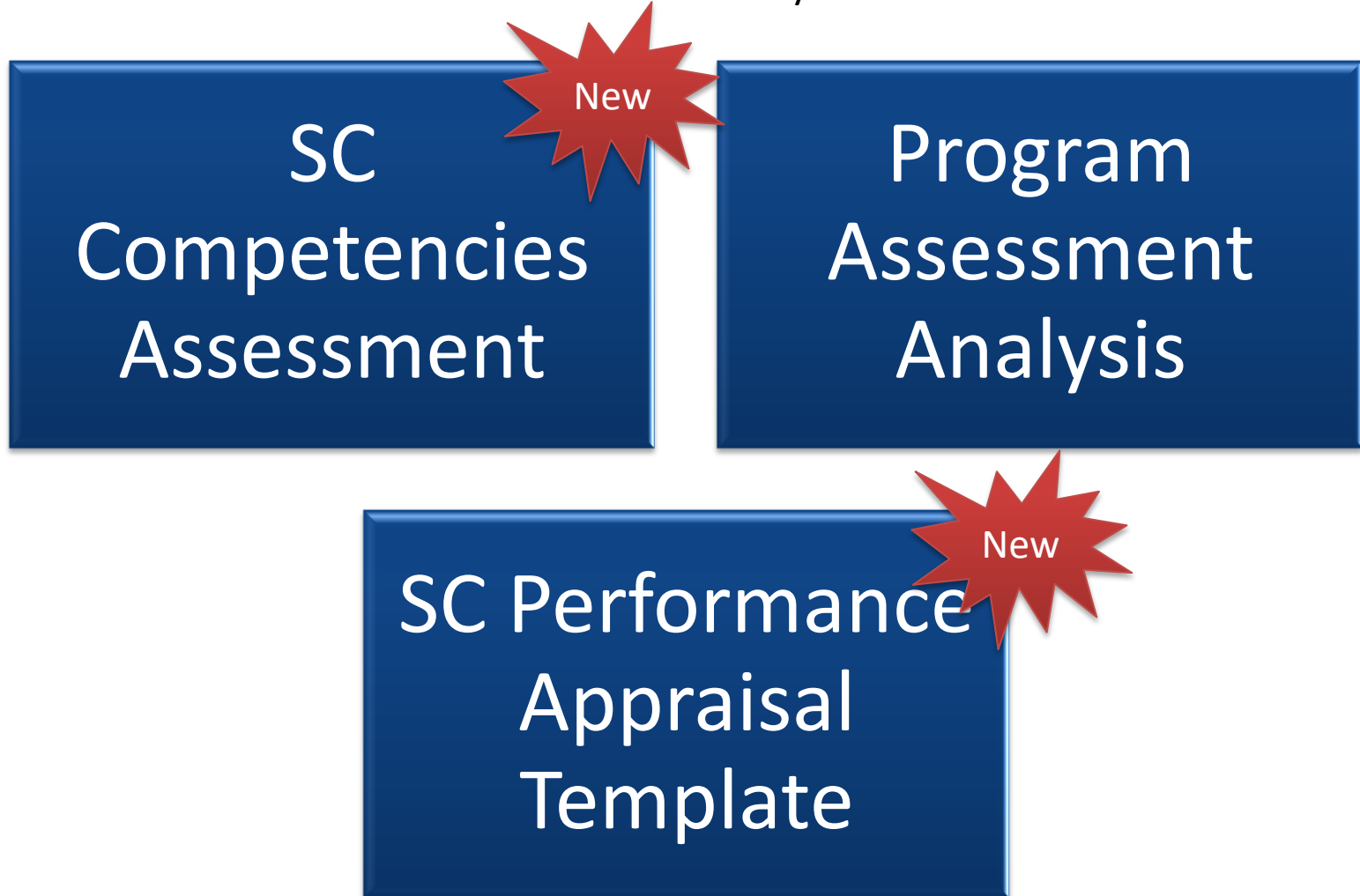
Closing the Gap
Results Report
Analysis

p. 114

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3. Evaluation & Improvement

Accountability



School Counselor Performance Appraisal Template

Adapted from the North Carolina School Counselor Job Description

School Counselor _____ Date _____

Evaluator _____ Position _____

0	1	2	3
Unsatisfactory	Basic	Proficient	Distinguished

Duties and Responsibilities

DESCRIPTION	RATING
1. Major Function: Development and Management of a Comprehensive School Counseling Program	
1.1 Discusses the comprehensive school counseling program with the school administrator.	
1.2 Uses data to develop school counseling program goals, and shares the goals with stakeholders (i.e., administrators, teachers, students, parents, community and business leaders).	
1.3 Uses data to develop curriculum, small-group and closing-the-gap action plans for effective delivery of the school counseling program.	
1.4 Uses the majority of time providing direct and indirect student services through the school counseling core curriculum, individual student planning and responsive services and most of the remaining time in program management, system support and accountability. (Approximately 80 percent or more of time in direct and indirect services and 20 percent or less of time in program support.)	
1.5 Uses data to develop comprehensive programs that meet student needs.	
Observations and comments:	
2. Major Function: Delivery of a Comprehensive School Counseling Program	
Direct Services	
2.1 Provides direct student services (school counseling core curriculum, individual student planning and responsive services).	
2.2 Delivers school counseling core curriculum lessons in classroom and large-group settings.	
2.3 Provides appraisal and advisement to assist all students with academic, career and personal/social planning.	
2.4 Provides individual and group counseling to students with identified concerns and needs.	

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DESCRIPTION	RATING
Indirect Services	
2.5 Indirect student services are provided on behalf of identified students; strategies to include referrals, consultation and collaboration.	
2.6 Refers students and parents to appropriate school and community resources to support student achievement and success.	
2.7 Consults with parents and other educators to share strategies that support student achievement and success.	
2.8 Collaborates with parents, other educators and community resources to support student achievement and success.	
Observations and comments:	
3. Major Function: Accountability	
3.1 Identifies and analyzes school data to inform the school counseling program and measure program results.	
3.2 Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data.	
3.3 Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement.	
3.4 Monitors student academic performance, attendance and behavioral data to inform school counseling program goals.	
3.5 Conducts self-analysis to determine strengths and areas of improvement and plans professional development accordingly.	
3.6 Conducts a school counseling program assessment annually to review extent of program implementation and effectiveness.	
3.7 Shares school counseling program results data with relevant stakeholders.	
Observations and comments:	
Total Score	
Average Score	

Overall Performance Comments by Evaluator:

Comments by School Counselor:

School Counselor _____ Date _____ Evaluator _____ Date _____