

ASCA National Model Executive Summary



ASCA National Model
A Framework for School Counseling Programs
FOURTH EDITION

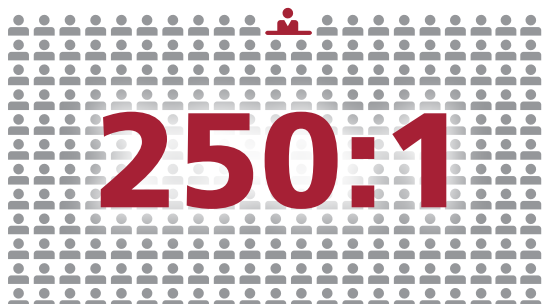
School counselors design and deliver school counseling programs that improve student outcomes. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact on student achievement, attendance and discipline.

The ASCA National Model guides school counselors in the development of school counseling programs that:

- are based on data-informed decision making
- are delivered to all students systematically
- include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- close achievement and opportunity gaps
- result in improved student achievement, attendance and discipline

Training and credentialing matters. School counselors are certified/licensed educators with a minimum of a master’s degree in school counseling, making them uniquely qualified to address all students’ academic, career and social/emotional development needs through the implementation of a school counseling program that promotes and enhances student success.

Ratios matter. Research shows that appropriate student-to-school-counselor ratios have a significant effect on student attendance and lead to higher test scores. The ideal caseload is 250:1.



For research on the effectiveness of school counseling programs, go to www.schoolcounselor.org/effectiveness.

The framework of the ASCA National Model consists of four components: define, manage, deliver and assess.

DEFINE

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student

Professional Standards

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The ASCA National Model provides school counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap
- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council



No more than
20%
of a school
counselor's time
should be spent in
program planning
and school support
activities.

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
<ul style="list-style-type: none"> ■ advisement and appraisal for academic planning 	<ul style="list-style-type: none"> ■ building the master schedule
<ul style="list-style-type: none"> ■ orientation, coordination and academic advising for new students 	<ul style="list-style-type: none"> ■ coordinating paperwork and data entry of all new students
<ul style="list-style-type: none"> ■ interpreting cognitive, aptitude and achievement tests 	<ul style="list-style-type: none"> ■ coordinating cognitive, aptitude and achievement testing programs
<ul style="list-style-type: none"> ■ providing counseling to students who are tardy or absent 	<ul style="list-style-type: none"> ■ signing excuses for students who are tardy or absent
<ul style="list-style-type: none"> ■ providing counseling to students who have disciplinary problems 	<ul style="list-style-type: none"> ■ performing disciplinary actions or assigning discipline consequences
<ul style="list-style-type: none"> ■ providing short-term individual and small-group counseling services to students 	<ul style="list-style-type: none"> ■ providing long-term counseling in schools to address psychological disorders
<ul style="list-style-type: none"> ■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data 	<ul style="list-style-type: none"> ■ covering classes when teachers are absent or to create teacher planning time
<ul style="list-style-type: none"> ■ interpreting student records 	<ul style="list-style-type: none"> ■ maintaining student records
<ul style="list-style-type: none"> ■ analyzing grade-point averages in relationship to achievement 	<ul style="list-style-type: none"> ■ computing grade-point averages
<ul style="list-style-type: none"> ■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success 	<ul style="list-style-type: none"> ■ supervising classrooms or common areas
<ul style="list-style-type: none"> ■ protecting student records and information per state and federal regulations 	<ul style="list-style-type: none"> ■ keeping clerical records
<ul style="list-style-type: none"> ■ consulting with the school principal to identify and resolve student issues, needs and problems 	<ul style="list-style-type: none"> ■ assisting with duties in the principal's office
<ul style="list-style-type: none"> ■ advocating for students at individual education plan meetings and 504 meetings, student study teams and school attendance review boards, as necessary 	<ul style="list-style-type: none"> ■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
<ul style="list-style-type: none"> ■ analyzing disaggregated schoolwide and school counseling program data 	<ul style="list-style-type: none"> ■ serving as a data entry clerk

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline.

Direct Student Services

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Student Services

- Consultation
- Collaboration
- Referrals



A minimum of
80%
of a school
counselor's time
should be spent in
direct and indirect
student services.

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template



For more information about the ASCA National Model, go to
www.schoolcounselor.org/ascanationalmodel.