



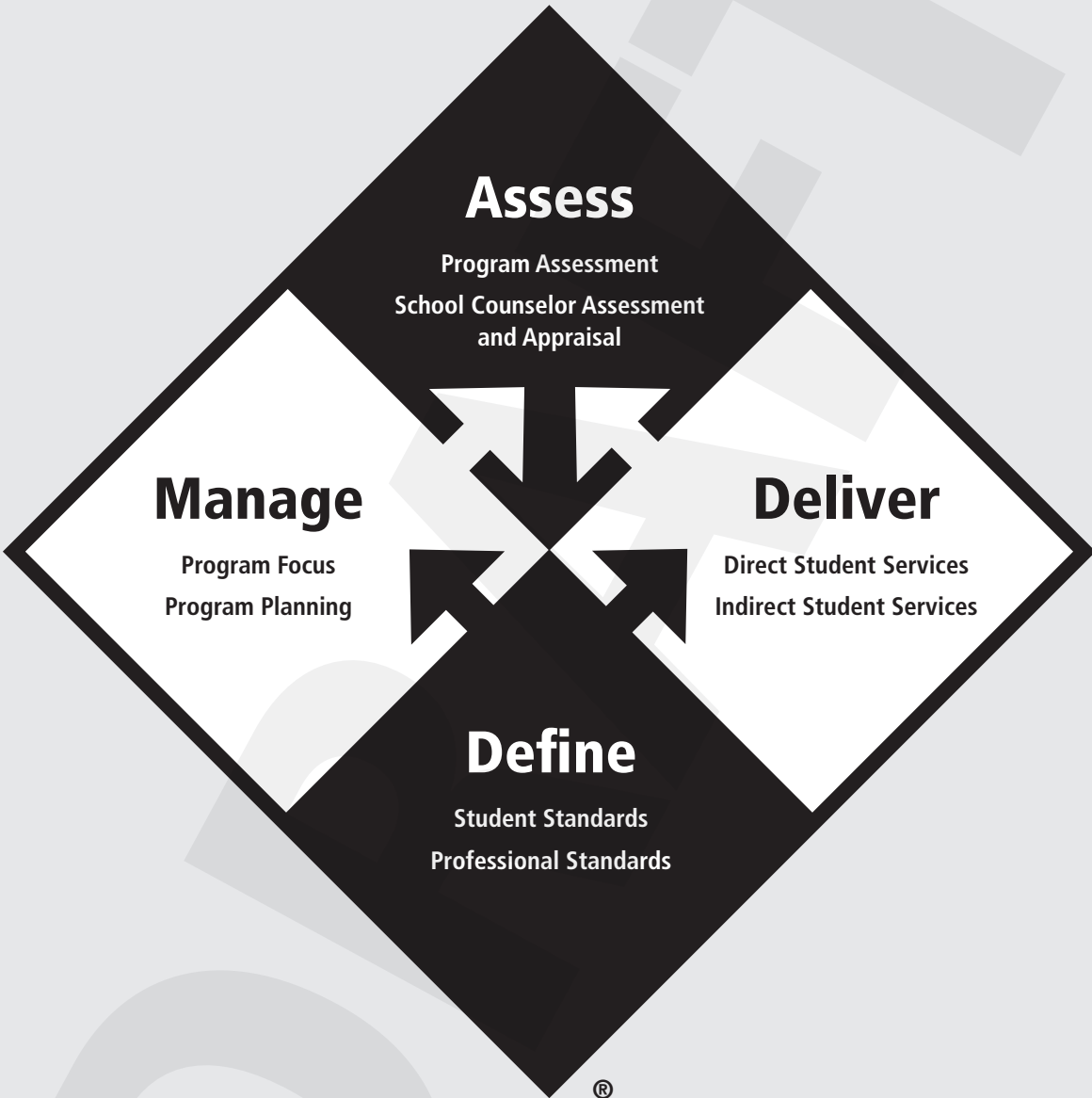
ASCA National Model[®]

A Framework for School Counseling Programs

FIFTH EDITION



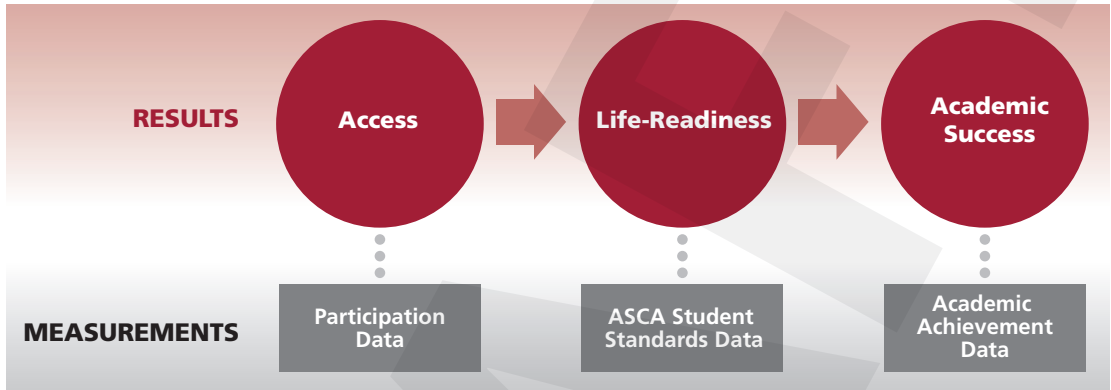
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ASCA National Model®

“The ASCA National Model®: A Framework for School Counseling Programs” outlines the components of a school counseling program integral to the school’s mission. School counselors design, implement and assess a school counseling program that improves life-readiness and academic success for each and every student.

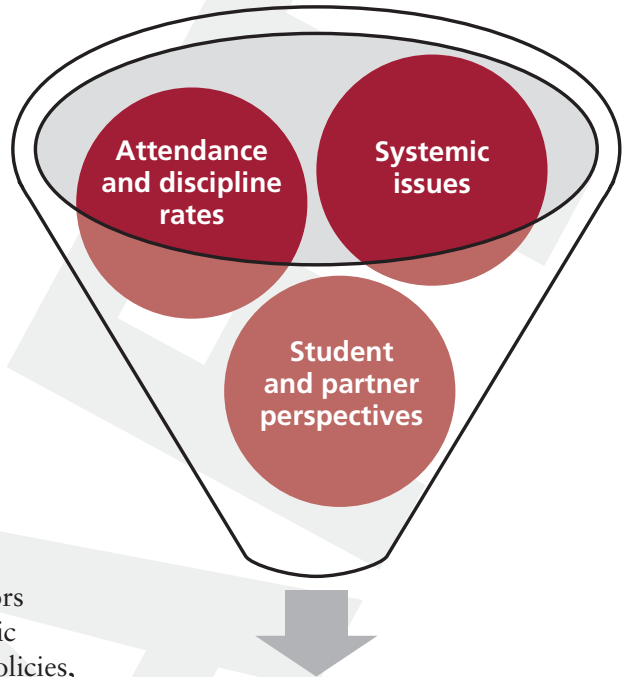


Result	School counselors implement a school counseling program that:	Measured By
Access	<ul style="list-style-type: none"> ■ Engages each and every student in tier 1 school counseling activities ■ Provides interventions to students with identified tier 2 needs ■ Addresses barriers to student success, which promotes systemic change 	Participation Data Answers the question, “Who participated in what activities?”
Life-Readiness	Enhances each and every student’s mindsets and behaviors for life-readiness as defined and measured by the ASCA Student Standards, which leads to academic success, college and career readiness and social/ emotional development.	Attainment of the ASCA Student Standards
Academic Success	<ul style="list-style-type: none"> ■ Helps each and every student achieve their highest academic potential. ■ Identifies students with specific needs and provides support aligned to those needs. This support includes addressing factors that contribute to achievement gaps, such as attendance, discipline, school climate and systemic issues. 	Academic Achievement <ul style="list-style-type: none"> ■ Traditional grades ■ Standards-based grades ■ Benchmark assessments ■ Promotion rates ■ Graduation rates ■ Test scores

The fifth edition of the ASCA National Model® provides a continued focus on access and success for each and every student and introduces a greater focus on achievement, with attendance and discipline data recognized as contributing factors to academic success. School counselors analyze achievement data, along with attendance, discipline and data from other contributing factors, to inform strategies that support the school's student achievement goals.

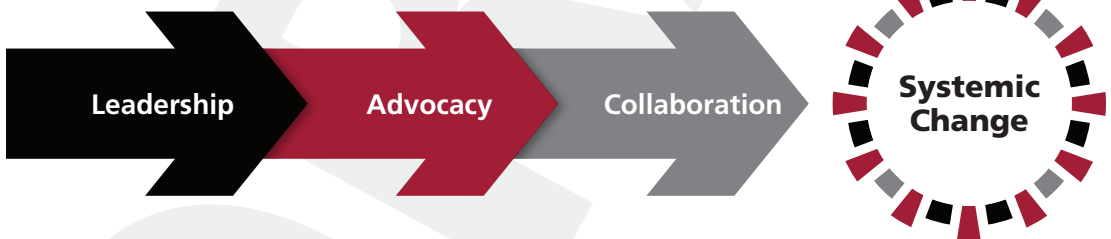
Additionally, the ASCA National Model® reinforces the school counselor's role in providing leadership, advocacy and collaboration with education partners to promote systemic change. School counselors collaborate to identify and address systemic inequities that may be a result of school policies, practices and traditions. The ultimate goal of this work, and the school counseling program, is to help each and every student reach their highest potential.

Contributing Factors



What is the impact on achievement?

Themes in the ASCA National Model



For more complete information on the ASCA National Model, see the ASCA National Model Implementation Guides.

Define

A school counseling program is defined by three sets of standards, which guide school counselors through developing, implementing and assessing a school counseling program.

1. **The ASCA School Counselor Professional Standards & Competencies** identify the essential knowledge, attitudes and skills school counselors need to implement a school counseling program.
2. **The ASCA Ethical Standards for School Counselors** identify the principles of ethical behavior necessary for school counselors to maintain the highest standards of integrity, leadership and professionalism.
3. **The ASCA Student Standards: Mindsets & Behaviors for Student Success** describe the essential knowledge, attitudes and skills students need to achieve academic success, college and career readiness, and social/emotional development. School counselors are committed to helping each and every student attain these mindsets and behaviors to promote positive mental health and high levels of academic achievement leading to future success.

Beliefs, Vision and Mission

School counselors design their school counseling program based on their beliefs about students. As outlined in the ASCA Professional Standards & Competencies, school counselors believe:

- Each and every student can learn and can succeed.
- Each and every student should receive a high-quality education.
- Each and every student should have access to a school counseling program.
- Each and every student should graduate from high school prepared for postsecondary opportunities.

When communicating how their program is designed, school counselors share their beliefs about student success, as well as how their program aligns with the school/district vision and mission statements.

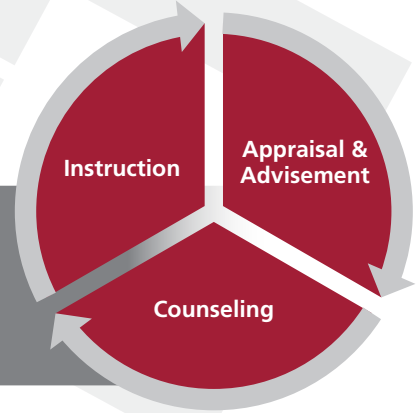
Vision statements typically detail the core values and beliefs driving our purpose. They create a shared goal for the school community.

Mission statements typically define what is going to be accomplished and how it will be accomplished.

This alignment shows the school community that the school counseling program not only supports school/district priorities but also helps the school/district reach its goals. Program implementation helps achieve the beliefs, mission and vision. Program assessment shows evidence as to how the school counseling program has helped turn the beliefs, mission and vision into reality.

Deliver

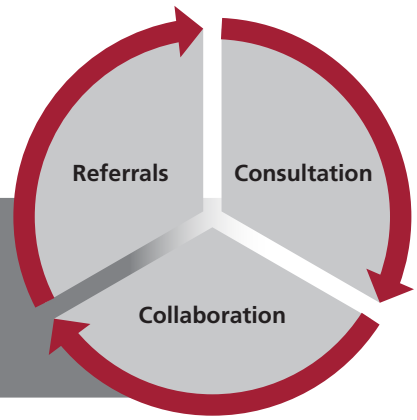
School counselors deliver direct and indirect student services that improve life-readiness and academic success for each and every student.



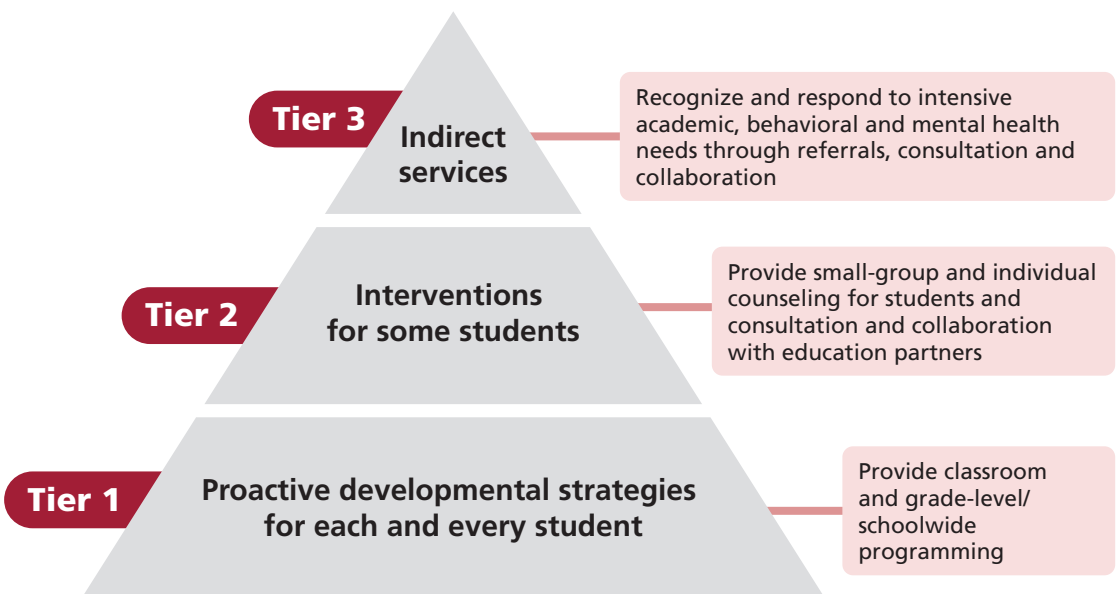
1. Direct student services are in-person or direct interactions between school counselors and students.

Direct Student Service	School Counselors...	Setting
Instruction	Enhance student access, life-readiness and academic success through delivery of the ASCA Student Standards	Classroom, Small Group, Individual (Aligns with MTSS Tier 1 & 2 strategies)
Appraisal and Advisement	Analyze and assess students' abilities, interests, skills and achievement from tests, inventories and other data Make recommendations based on appraisal of tests, inventories and other data to help students make decisions for their future	Classroom, Small Group, Individual (Aligns with MTSS Tier 1 & 2 strategies)
Counseling	Provide students with short-term assistance and support based on counseling theories and techniques during times of transition, heightened stress, critical change or other situations impeding academic, career and social/emotional development.	Small Group, Individual (Aligns with MTSS Tier 1 & 2 strategies)

2. **Indirect student services** are provided on behalf of students through the school counselor's interactions with others.



Indirect Student Service	School Counselors...	With
Referrals	Connect students and families with more intensive resources for life-readiness and academic success	Students and families (Aligns with MTSS Tier 2 & 3 strategies)
Consultation	Provide information, perspectives, strategies and recommendations to individuals who can support a student's needs Seek information on what students might need to address an issue and strategies to enhance life-readiness and improve academic success	Teachers, administrators, families and education partners (Aligns with MTSS Tier 2 & 3 strategies)
Collaboration	Work with education partners (faculty/staff, parents/guardians, community services/agencies) on an identified goal for student success, sharing responsibility for identified tasks among cooperating individuals	Teachers, administrators, families and education partners (Aligns with MTSS Tier 2 & 3 strategies)



Manage

The Manage component guides school counselors through design and implementation of the school counseling program. School counselors manage their program by focusing on how they

- plan for each and every student to learn the ASCA Student Standards
- identify and address achievement gaps
- plan and monitor their time
- educate and advocate for the school counseling program

Tasks	Description	How the School Counseling Program Promotes Success for Each and Every Student
Plan how each and every student will learn strategies and skills for student success	School counselors plan what behaviors each and every student will learn by <ul style="list-style-type: none"> ■ identifying specific standards in the ASCA Student Standards delivery plan that will be delivered in Tier 1 and 2 settings ■ planning how the standards will be delivered using lesson plans and small-group sessions plan ■ using these standards to provide focus for individual sessions with students 	Identifies ASCA Student Standards school counselors deliver in classrooms to enhance life-readiness for each and every student through attainment of beliefs for success, learning strategies, self-management skills and social skills
Identify and address achievement gaps	School counselors identify school counseling data priorities that align with the school improvement plan and create achievement gap plans to address the needs of students who are not reaching achievement goals or benchmarks.	Focuses attention on achievement gaps for each and every student not meeting benchmarks and connects the gaps to contributing factors, such as attendance, discipline and policies/procedures (e.g., patterns in course enrollment or discipline policies)

<p>Plan and monitor time</p>	<ul style="list-style-type: none"> ■ Use weekly calendars to prioritize, plan and publicize day-to-day work ■ Publicize an annual calendar, which includes all major school counseling activities, to students, families and education partners ■ Monitor use of time. ASCA recommends school counselors spend at least <ul style="list-style-type: none"> ● 80% of their time in direct and indirect services to students ● 20% or less in program planning and school support. 	<p>Communicates all of the school counseling activities delivered to each and every student and documents the school counselor's appropriate use of time to ensure their ability to address success for each and every student in their caseload</p>
<p>Educate about and advocate for the school counseling program</p>	<ul style="list-style-type: none"> ■ Hold the annual administrator conference to educate about and advocate for the school counseling program's organization, goals, plans and use of time with administrator in charge of the school counseling program ■ Hold fall and spring advisory council meetings to educate education partners about the impact of school counseling programs and advocate for the support and role of the school counselor ■ Communicate important school counseling program information with students, families and education partners through email, newsletters, social media, etc. 	<p>Communicates program priorities and plans for each and every student to the administrator in charge of the school counseling program, as well as other education partners. Gives a voice to education partners through dialogue about how the school counseling program addresses success for each and every student</p>

School counselors use data to inform school counseling program development, implementation and assessment. The data helps school counselors:

- Monitor student access, life-readiness and academic success
- Identify students who are having difficulties with mindsets and behaviors for success
- Identify achievement and opportunity gaps
- Assess the effectiveness of school counseling program activities
- Educate education partners about the power of a school counseling program

School counselors use three categories of data to plan for and report results of the school counseling program.

School Counseling Data Category	Definition	How it Promotes Success for Each and Every Student
Participation Data	How many students access the school counseling program, how often they participate and for what length of time	Measures participation in opportunities that prepare each and every student for school and lifelong success
ASCA Student Standards Data	The knowledge, attitudes and skills students need for life-readiness as defined by the ASCA Student Standards and measured through pre-/post-assessments	Promotes mindsets for success, learning strategies, self-management skills and social skills behaviors that each and every student needs for academic success, college and career readiness and social/emotional development
Academic Achievement Data	The impact of the school counseling program on student data including: <ul style="list-style-type: none"> ■ Traditional grades ■ Standards-based grades ■ Benchmark assessments ■ Promotion rates ■ Graduation rates ■ Test scores 	Measures academic achievement data to identify any students or student groups who are not achieving at their highest potential. It includes measurement of any factors that contribute to achievement, including but not limited to <ul style="list-style-type: none"> ■ Attendance rates ■ Discipline rates ■ Systemic issues ■ Student and education partner perspectives (from surveys, discussions, etc.)



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



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

Assess

To achieve the best results in student engagement in school counseling activities, life-readiness and academic success, school counselors regularly assess their program to determine its effectiveness in enhancing access, life-readiness and academic success for each and every student.

Program Assessment

Template	Description	How it Promotes Success for Each and Every Student
School Counseling Program Assessment	Guides the regular assessment of design and delivery of a school counseling program and its impact on access, life-readiness and academic success	Used to analyze progress toward full implementation of a school counseling program and to identify program strengths and areas for improvement
Annual Results Reports <ul style="list-style-type: none"> ■ Lessons ■ Small Groups ■ Achievement Gap 	Guides the reporting of access, ASCA Student Standards and achievement data as a result of the school counseling program	Documents change in participation, ASCA Student Standards and achievement data to promote success for each and every student and used to promote school counseling program improvement and systemic change throughout the school

School Counselor Assessment and Appraisal

Template	Description	How it Promotes Success for Each and Every Student
ASCA School Counselor Professional Standards & Competencies Assessment	Used to self-assess the school counselor's knowledge, attitudes and skills needed to implement a school counseling program	Used as self-report of the acquisition of the mindsets and behaviors school counselors need to meet the school counseling profession's rigorous demands and the needs of each and every student
School Counselor Performance Appraisal	Serves as a guide for state, district or school performance appraisals to ensure alignment with the appropriate role of the school counselor	Provides an opportunity for the school counselor to share artifacts of activities implemented to improve student achievement and create systematic change for each and every student

Appropriate and Inappropriate Activities for School Counselors

This chart provides a comparison between two similar types of activities and serves as a helpful teaching tool when explaining school counseling program activities.

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing GPAs in relationship to achievement	■ computing GPAs
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in school success	■ serving as a substitute teacher or supervising common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

Effectiveness of School Counseling Research

- ASCA National Model®: What the Research Says
- School Counselors Matter
- Effectiveness Research (Empirical research demonstrating school counselors' impact)

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The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to school counselors around the globe. For more information, visit www.schoolcounselor.org.

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