ASCA National Model 4th Edition

Manage

Framing this Webinar

What it is…
- Initial step into 4th edition
- Overview of the changes
- Exposure to new templates

What it is not…
- Replacement for reading the book
- Detailed explanations
Learning outcomes: Review **Manage** component of ASCA National Model

Program Focus: Beliefs, Vision, Mission

Program Planning

• Data
• Annual School Data Summary
• Annual Student Outcome Goals
• Action Plans
• Lesson Plans
• Annual Administrative Conference
• Calendars
• School Counseling Advisory Committee
MANAGE

Effective & efficient management = effective delivery of services

• Provides organizational tools & assessments to:
  – guide, target, structure, construct a school counseling program to get results
  – help school counselors develop, implement and assess the school counseling program based on clearly defined priorities reflecting student needs

Program Focus: Beliefs

• Beliefs are personal & individual and are derived from our backgrounds, culture, experiences
• Beliefs drive behaviors
• Unexamined beliefs can lead to inequities and limited access for some students
• Understanding personal limitations and biases and articulating how they may affect the school counselor’s work are critical steps in determining the program focus, ensuring equity and access for all.
• ASCA’s Ethical Standards for School Counselors call for the examination of one’s own beliefs.
• Requires some nonnegotiable principles upon which school counselors must reflect and incorporate into personal beliefs
School counselors believe:

M 1. Every student can learn, and every student can succeed.

M 2. Every student should have access to and opportunity for a high-quality education.

M 3. Every student should graduate from high school prepared for postsecondary opportunities.

M 4. Every student should have access to a school counseling program.

M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators and education stakeholders.

M 6. School counselors are leaders in the school, district, state and nation.

M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

Program Focus: Vision Statement

- Creates clear picture of success for all students
- Describes future world where student outcomes are successfully achieved
- States best possible outcomes desired for all students that are 5 - 15 years away
- Aligns with the school and district vision statement
Program Focus: Mission Statement

• Creates clear focus for the school counseling program to reach the vision

• Describes school counseling program’s overarching focus or purpose

• Aligns with school’s mission statement and may show linkages to district/state department of education mission statements

• Emphasizes equity, access and success for every student

• Indicates the long-range results desired for all students

Program Planning: use of data helps school counselors:

• Monitor student progress

• Identify students having difficulties or discipline problems

• Identify barriers to learning

• Understand factors affecting student behavior

• Identify access and equity issues

• Close achievement, opportunity and attainment gaps

• Assess and evaluate the effectiveness of school counseling program activities

• Improve, modify or change services provided to students

• Educate stakeholders about the power of a school counseling program
Program Planning: School Data Summary

School Data Summary
Create your school’s data story by reviewing the school improvement plan, school data reports, other data resources (e.g., student behavior surveys, climate survey, school engagement surveys, etc.).

1. Identify who in the building can help you. Who is your data expert; who can help you interpret the data?

2. Identify the school improvement plan goals.
   - In which areas can the school counseling program support the work?
   - List those goals:

3. Review available school data reports for previous years to identify trends. For example:
   - Is there a subgroup that historically underperforms on standardized achievement benchmarks?
   - Is there a grade level that historically has the most absences?
   - Is there a subgroup that historically receives the majority of discipline referrals?
   - What is working well according to your school data reports?
   - Achievement
   - Attendance
   - Discipline

4. Compare your school’s data with district and state data or other comparable data points.

5. Identify what else you need to know.

6. Identify and prioritize data points you will address through your school counseling program.

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<th>Data Points</th>
<th>How Addressed Through the School Counseling Program</th>
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Program Focus: **Annual Data Review** *(systematic examination of current school achievement, attendance and discipline data)*

Knowledgeable and skilled school counselors

– contribute to data discussions
– guide school priorities
– align the school counseling program with the identified priorities

Based on data analysis, the school counselor determines

– what gaps exist
– which students need more support
– which goals the school counseling program is willing to devote resources

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Program Focus: **Annual Student Outcome Goals** *(identify measurable impact the school counseling program will have on student achievement, attendance or discipline)*

Annual Student Outcome Goals:

• Are based on school outcome data

• Give focus to the school counseling program

• Are written to be implemented over the course of one school year

• Are written using the ASCA SMART goal template
Program Focus: **Action Plans** (used to design and implement instruction aligned to the ASCA Mindsets & Behaviors for Student Success in classroom, large- and small-group and individual settings)

**Classroom and Group Mindsets & Behaviors Action Plan** contains the following information:

- Participants selected for each activity based on school data
- Specific setting for each activity
- Selected ASCA Mindsets & Behaviors for each activity
Closing-the-Gap Action Plan/Results Report identifies:

• Specific goal to be addressed

• Intended methods of evaluating school success using participation, Mindsets & Behaviors and outcome data

• Intended impact on measurable student outcome data (achievement, attendance, discipline)
Program Focus: Lessons Plans ensure

• what will be delivered
• to whom it will be delivered
• how it will be delivered
• how student attainment of the lesson’s plans goals will be evaluated
Program Focus: **Annual Administrative Conference**
(formal discussion between school counselors and the administrator)

Discussion includes:
- School counseling program priorities
- How school counseling goals align with school’s goals
- How school counselors currently use time and how they would like to use time in the future
- Ratios and caseload
- Direct and indirect services to be delivered
- Advisory council dates and members
- Plans for professional development
- The school counselor’s role on committees or other professional work
Program Focus: **Calendars** of school counseling events are published and inform stakeholders of school counseling activities *(what, when and where)*

- Format for ease of understanding
- Consistency in timing and distribution methods
- Attractiveness of the design, color and detail
- Identification of grade levels, dates and activities
- Distribution to stakeholders *(students, staff, parents or guardians and community)*
- Comparison with established goals for time spent
Program Focus: **Advisory Council** (representative group of stakeholders selected to review and advise the school counseling program)

Advisory councils assist school counselors by:

- Advising on school counseling program goals
- Reviewing school counseling program results
- Making recommendations about the school counseling program
- Advocating and engaging in public relations for the school counseling program
- Advocating for funding and resources
### ASCA Resources

**ON-SITE TRAINING**
- In your school or district's leadership role, consider bringing in an expert in school counseling to deliver a comprehensive, research-based training. ASCA offers training on-site and can tailor the content to meet specific needs.

**COACHING**
- Get personalized coaching to help your school work toward a comprehensive school counseling program aligned with the ASCA National Model.

**DISTRICTWIDE TRAINING**
- ASCA offers training in the ASCA National Model, which is a comprehensive framework for school counseling. The training is designed to help districts develop and implement effective school counseling programs.

**ASCA Certified Trainers**
- ASCA Certified Trainers are experts in school counseling who can provide customized training for your district.

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**School Counseling Advisory Council Agenda Template**

<table>
<thead>
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<th>School</th>
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**School Counseling Advisory Council Minutes Template**

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**ASCA National Model**

Fourth Edition

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Thank You