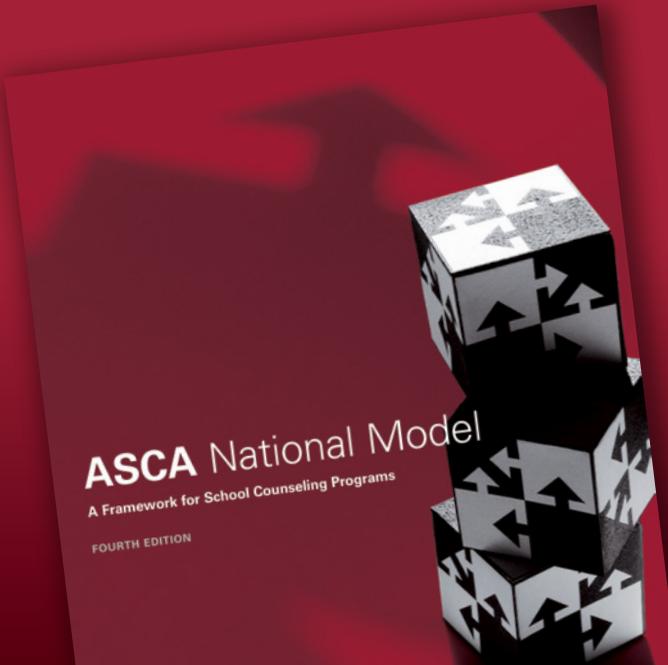


# ASCA National Model Fourth Edition Changes



The following is a brief synopsis of the changes made in the fourth edition of the ASCA National Model.

## **General Information**

The fourth edition does not introduce or eliminate any substantive content, but because the educational environment has changed substantially, language from the previous edition was clarified to reflect the current state of education.

The four components of the ASCA National Model have changed from Foundation, Management, Delivery and Accountability to Define, Manage, Deliver and Assess. Using verbs instead of nouns is more active and descriptive of what school counselors do. In addition, No Child Left Behind gave the word “accountability” a somewhat negative connotation that some associate with responsibility and, in some cases, blame. Some school counselors were reluctant to initiate particular programs because they felt “accountability” was used to find fault when results were less than anticipated. The ASCA National Model is intended to help school counselors improve not impair their programs. “Assess” reflects the need to evaluate efforts to determine their effectiveness and to make necessary adjustments, without denoting blame or responsibility.

## **Themes**

The four themes of leadership, advocacy, collaboration and systemic change no longer appear around the edge of the ASCA National Model diamond but instead are woven throughout the ASCA National Model to show they are integral components of a comprehensive school counseling program. Implementing the ASCA National Model requires leadership, advocacy and collaboration with a focus on systemic change in outcomes. Examples of each theme are highlighted throughout the text to give practical examples of how the theme relates to that section. These are examples but are not an exhaustive list of examples. Other examples of the themes can and should occur.

## DEFINE (PREVIOUSLY FOUNDATION)

*This component identifies the standards that define the school counseling profession.*

The fourth edition includes two sections:

- Student Standards
- Professional Standards

The Program Focus section from the previous edition has been moved to the Manage chapter.

Third Edition Topics	Fourth Edition Section	Fourth Edition Topics
<b>ASCA Student Standards</b>	<b><i>Student Standards</i></b>	<b>ASCA Mindsets &amp; Behaviors for Student Success: K-12 College and Career-Readiness Standards for Every Student</b> The ASCA Mindsets & Behaviors, released in 2014, replaced the ASCA Student Standards. These research-based standards are fundamental to the implementation of a school counseling program and are the basis of activities and interventions in all action plans.
<b>Other Student Standards</b>		This language does not appear in the Define chapter as student standards other than the ASCA Mindsets & Behaviors are not defining documents of the school counseling profession. School counselors may crosswalk other student standards with the ASCA Mindsets & Behaviors as appropriate in the implementation of the school counseling program.
<b>Professional Competencies</b>	<b><i>Professional Standards</i></b>	<b>ASCA Ethical Standards for School Counselors (2016)</b> These standards replace the 2010 document.
	<b><i>Professional Standards</i></b>	<b>ASCA School Counselor Professional Standards &amp; Competencies (2019)</b> These standards and competencies replace the 2007 ASCA School Counselor Competencies. They outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students and serve as a guide for professional development.

## MANAGE (PREVIOUSLY MANAGEMENT)

*This component helps school counselors effectively and efficiently manage the school counseling program.*

The fourth edition includes two sections:

- Program Focus
- Program Planning

Third Edition Topics	Fourth Edition Section	Fourth Edition Topics
<b>Beliefs, Vision and Mission Statements</b>	<b><i>Program Focus</i></b>	<p><b>Beliefs, Vision and Mission Statements</b>            This section has been moved from the Foundation chapter in the previous edition to the Manage chapter in the fourth edition. There are no significant changes in this section.</p>
<b>Use of Data</b>	<b><i>Program Planning</i></b>	<p><b>Data</b>            Primary data types are clarified. The three types of data are</p> <ol style="list-style-type: none"> <li>1. <i>Participation</i> (formerly process) – Who participated in what activities?</li> <li>2. <i>Mindsets &amp; Behaviors</i> (formerly perception) – What did they learn in the activities?</li> <li>3. <i>Outcome</i> (no change) – How did the learning affect achievement, attendance or discipline.</li> </ol> <p>Supplemental information-gathering steps are identified to help school counselors gather background information about possible contributing factors to baseline data. Supplemental data includes needs assessments, opinion surveys and climate surveys. Supplemental data methods are best used for gathering additional information about previously identified needs in participation, Mindsets &amp; Behaviors and outcome data.</p>
	<b><i>Program Planning</i></b>	<p><b>Annual Data Review</b>            Provides additional emphasis on the review of data as an ongoing process to inform goals, activities and interventions.</p>

<p><b>School Data Profile</b></p>	<p><i>Program Planning</i></p>	<p><b>School Data Summary</b>  Access to achievement, attendance and discipline data reports has become prevalent in schools, so the focus of this template has changed from listing specific numbers from multiple data sources to reviewing and analyzing data, considering school improvement goals and comparing school data to district and state data and similar schools. The template helps school counselors identify and prioritize data points that will be addressed through the school counseling program.</p>
<p><b>Program Goals</b></p>	<p><i>Program Planning</i></p>	<p><b>Annual Student Outcome Goals</b>  Program goals has changed to annual student outcome goals to provide the focus of student outcomes to the goal statements. Annual student outcome goals are reviewed or revised each year and focused on the student outcomes of achievement, attendance or discipline rather than participation and Mindsets &amp; Behaviors data or goals for program organization.</p>
<p><b>Action Plans</b></p> <ul style="list-style-type: none"> <li>■ Core Curriculum</li> <li>■ Small Group</li> <li>■ Closing the Gap</li> </ul>	<p><i>Program Planning</i></p>	<p><b>Action Plans</b>  The number of action plans has been reduced from three to two. Both templates have been reformatted to be more user-friendly.</p> <p><b>1. Classroom and Group Mindsets &amp; Behaviors Action Plan</b>  Three templates from the previous edition (school counseling core curriculum action plan, small group action plan, Mindsets &amp; Behaviors planning Tool) have been merged into one action plan to add emphasis that</p> <ul style="list-style-type: none"> <li>■ the Mindsets &amp; Behaviors guide the planning and delivery of all student activities and interventions and</li> <li>■ to remove duplication from the previous three templates and lesson plans.</li> </ul> <p>Information such as materials, data and contact person from the previous template are now documented only in the lesson plan rather than multiple templates.</p> <p><b>2. Closing-the-Gap Action Plan/Results Report</b>  The closing-the-gap action plan and results report have been merged into one document. Additional emphasis has been added that interventions are multitiered, including both direct and indirect student services.</p>

<b>Lesson Plans</b>	<i>Program Planning</i>	<p><b>Lesson Plans</b> Additional detail provided to guide the completion of the lesson plan.</p>
<b>Calendars</b>	<i>Program Planning</i>	<p><b>Calendars</b> Two types of calendars are included:</p> <p><b>1. Annual Calendar Template</b> There are no significant changes to the annual calendar. A template has been added to guide the process of creating the calendar. It is organized by direct and indirect student services and program planning and school support.</p> <p><b>2. Weekly Calendar Template</b> There are no significant changes to the weekly calendar. A template has been added as a guide.</p>
<b>Annual Agreement</b>	<i>Program Planning</i>	<p><b>Annual Administrative Conference</b> The title has been changed to emphasize the formal discussion between school counselors and the supervising administrator rather than the completion of the template. Changes to the template include a comparison of use of time in the previous year to planned use of time in the current school year and the addition of the student-to-school-counselor ratio.</p>
<b>Use of Time Assessment</b>	<i>Program Planning</i>	<p><b>Use-of-Time Calculator</b> The name has been changed to emphasize the template calculates use of time in direct and indirect student services, program planning and school support and non-school-counseling activities. There are no significant changes to this section.</p>
<b>Advisory Council</b>	<i>Program Planning</i>	<p><b>Advisory Council</b> There are no significant changes to this section. Templates for the agenda and minutes have been added as a guide.</p>

## DELIVER (PREVIOUSLY DELIVERY)

*This component focuses on the method of implementing the school counseling program directly to students and indirectly for students.*

The fourth edition includes two sections:

- Direct Student Services
- Indirect Student Services

Third Edition Topics	Fourth Edition Section	Fourth Edition Topics
<b>School Counseling Core Curriculum</b> <ul style="list-style-type: none"> <li>■ Instruction</li> <li>■ Group</li> </ul>	<b>Direct Student Services</b>	<b>Instruction</b> Emphasis has been placed on the work school counselors do to teach the school counseling curriculum focused through the lens of the ASCA Mindsets & Behaviors. Instruction of the school counseling curriculum occurs in classroom, large and small groups and individually.
<b>Individual Student Planning</b> <ul style="list-style-type: none"> <li>■ Appraisal</li> <li>■ Advisement</li> </ul>	<b>Direct Student Services</b>	<b>Appraisal and Advisement</b> Emphasis has been placed on the processes where school counselors: <ul style="list-style-type: none"> <li>■ work with students to analyze and assess their abilities, interests, skills and achievement and</li> <li>■ make recommendations based on the appraisal of tests, inventories and other data to help students make decisions about their future.</li> </ul> This two-part process occurs with individual students, small groups and in classroom settings.
<b>Responsive Services</b> <ul style="list-style-type: none"> <li>■ Counseling</li> <li>■ Crisis Response</li> </ul>	<b>Direct Student Services</b>	<b>Counseling</b> Emphasis has been placed on the direct student service of counseling in individual or small-group settings. Crisis response has been reclassified as an indirect student service as it is defined by collaborating with adults to provide support in the aftermath of a crisis.
<b>Indirect Student Services</b> <ul style="list-style-type: none"> <li>■ Referrals</li> <li>■ Consultation</li> <li>■ Collaboration</li> </ul>	<b>Indirect Student Services</b>	<b>Referrals, Consultation, Collaboration</b> There are no significant changes to this section.

## ASSESS (PREVIOUSLY ACCOUNTABILITY)

*This component has been renamed to emphasize the ongoing formative assessment of the school counseling program to inform improvements to the design and implementation of a school counseling program.*

The fourth edition includes two sections:

- Program Assessment
- School Counselor Assessment and Appraisal

Third Edition Topics	Fourth Edition Section	Fourth Edition Topics
<b>Program Assessment Analysis</b>	<b>Program Assessment</b>	<b>School Counseling Program Assessment Template</b> This assessment has been streamlined and simplified. It is designed to help school counselors assess their progress toward the design and delivery of a comprehensive school counseling program.
<b>Results Reports</b>	<b>Program Assessment</b>	<b>Annual Results Reports</b> 1. <b>Classroom and Group Mindsets &amp; Behaviors Results Report Analysis</b> 2. <b>Closing the Gap Results Reports Analysis</b> Tips are presented for analyzing participation, Mindsets & behaviors and outcome data collected for these reports each year.
<b>Results Reports</b>	<b>Program Assessment</b>	<b>Data Over Time</b> Tips are presented for analyzing achievement, attendance and discipline data over multiple years.
	<b>Program Assessment</b>	<b>Reporting Program Results</b> Tips are presented for sharing data about the impact of the school counseling program on achievement, attendance and discipline.
<b>School Counselor Competencies Assessment</b>	<b>School Counselor Assessment and Appraisal</b>	<b>ASCA School Counselor Professional Standards &amp; Competencies Assessment (2019)</b> The assessment is a self-report of the acquisition of the mindsets and behaviors school counselors need to meet the school counseling profession's rigorous demands and pre-K–12 students' needs.
<b>School Counselor Performance Appraisal</b>	<b>School Counselor Assessment and Appraisal</b>	<b>School Counselor Performance Appraisal Template</b> The template for school counselor performance appraisal has been updated. It has been expanded to include examples of artifacts school counselors can present to demonstrate how they have met each standard.



For more information about the ASCA National Model, go to  
*[www.schoolcounselor.org/ascanationalmodel](http://www.schoolcounselor.org/ascanationalmodel)*.