The ASCA National Model
3rd Edition
<table>
<thead>
<tr>
<th>Second Edition Topics</th>
<th>Third Edition Topics</th>
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<tbody>
<tr>
<td>Beliefs and Philosophy</td>
<td>Program Focus</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>Program Focus</td>
</tr>
<tr>
<td>ASCA Standards for Student Academic, Career and Personal/ Social Development</td>
<td>Student Competencies</td>
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</table>

**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. Program Goals (New)

Research studies for school improvement, leadership and change name vision as a key factor 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**

Title: "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.

**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 Counsellor 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 peak 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.
APPENDIX B

Index of 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
|-----------------------------------------------|----------------------------------------------------------|-------------------------------------------------|
| *Structural leadership:* Leadership in the building of viable organizations | 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. | 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

### ACA Advocacy Competencies vs. Advocacy Components of the ASCA National Model

<table>
<thead>
<tr>
<th>ACA Advocacy Competencies</th>
<th>Advocacy Components of the ASCA National Model</th>
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<tbody>
<tr>
<td>Acting With Students</td>
<td>Direct Student Services</td>
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</table>
| **Student Empowerment** – Efforts that facilitate the identification of external barriers and development of self-advocacy skills, strategies and resources in response to those barriers. | 1. School counseling core curriculum  
  - Instruction  
  - Group activities  
  2. Individual student planning  
  - Appraisal  
  - Advisement  
  3. Responsive services  
  - Counseling (individual/small group)  
  - Crisis response |
| Acting on Behalf of Students | Indirect Student Services and Program Management |
| **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 |  
  - Referrals  
  - Consultation  
  - Collaboration  
  - School data profile  
  - Closing-the-gap and small-group action plans |
| School/Community Collaboration – Actions |  
  - Advisory council  
  - Program goals |
Collaboration

<table>
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<tr>
<th>Characteristics of Effective Relationships</th>
<th>Collaborative Components of the ASCA National Model</th>
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</thead>
</table>
| Open communication providing multiple opportunities for input to decision making | • Advisory council  
• Use of data  
• Needs assessments |
| Opportunities to share ideas on teaching, learning and schoolwide educational initiatives | • Teaming and partnering  
• School/district committees |
| Sharing information about needs within the school and the community | • School data profile analysis  
• Sharing program results |
| School counselor participation on school leadership teams | • Teaming and partnering  
• School/district committees |
| Joint responsibility in the development of goals and metrics indicating success | • Program goals  
• Annual agreement  
• Action plans  
• Results reports |

ASCA NATIONAL MODEL
Systemic Change

- Maintenance of Old System
- Awareness
- Exploration
- Transition
- Emergence of New Infrastructure
- Predominance of New System
Foundation

2nd Edition

3rd Edition

Foundation
Beliefs and Philosophy
Mission Statement
Domains: Academic, Career, Personal/Social
ASCA National Standards/Competencies

Foundation
Program Focus
Student Competencies
Professional Competencies
1. Program Focus

Foundation

- Beliefs
- Vision
- Mission
- Program Goals

New

New
Vision

The Future

NEXT EXIT
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 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

ASCA Student Standards

Other Student Standards

New
3. Professional Competencies

Foundation

ASCA SC Competencies

ASCA Ethical Standards

New

New
Management

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

Management

- Assessments
- Tools
Assessments

Management

School Counselor Competencies

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
## SCHOOL COUNSELING PROGRAM ASSESSMENT

<table>
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<tr>
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<th>In Progress</th>
<th>Yes</th>
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<tr>
<td><strong>Beliefs</strong></td>
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<td></td>
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</tr>
<tr>
<td>a. Indicates an agreed-upon belief system about the ability of all students to achieve</td>
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<tr>
<td>b. Addresses how the school counseling program meets student developmental needs</td>
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<td>c. Addresses the school counselor's role as an advocate for every student</td>
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<tr>
<td>d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities</td>
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<tr>
<td>e. Includes how data informs program decisions</td>
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<tr>
<td>f. Includes how ethical standards guide the work of school counselors</td>
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<tr>
<td><strong>Vision Statement</strong></td>
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<tr>
<td>a. Describes a future where school counseling goals and strategies are being successfully achieved</td>
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<td>b. Outlines a rich and textual picture of what success looks like and feels like</td>
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<td>c. Is bold and inspiring</td>
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<td>d. States best possible student outcomes</td>
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<td>e. Is believable and achievable</td>
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<tr>
<td><strong>Mission Statement</strong></td>
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<tr>
<td>a. Aligns with the school’s mission statement and may show linkages to district and state department of education mission statements</td>
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<td>b. Written with students as the primary focus</td>
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<td>c. Advocates for equity, access and success of every student</td>
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<tr>
<td>d. Indicates the long-range results desired for all students</td>
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<td><strong>Program Goals</strong></td>
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<td>a. Promote achievement, attendance, behavior and/or school safety</td>
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<td>b. Are based on school data</td>
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<tr>
<td>c. Address schoolwide data, policies and practices to address closing-the-gap issues</td>
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<tr>
<td>d. Address academic, career and/or personal/social development</td>
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### Assessments

**USE-OF-TIME ASSESSMENT**

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*New*
Delivery is 80% or more of the activity in the ASCA National Model.
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: __________________________________________________________________
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<th>School Data Profile Template</th>
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### School Data Profile

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<tr>
<td></td>
<td>Students with disabilities</td>
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<td>Students identified as disadvantaged</td>
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<td>Limited-English-proficiency students</td>
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<td>Limited-English-proficiency students</td>
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Program Results Data

Process
- Numbers impacted

Perception
- Pre/Post
- Surveys

Outcome
- Achievement
- Attendance
- Behavior
Action Plan Templates

Curriculum

Small Group

Closing the Gap

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

2nd Edition

3rd Edition
Delivery

80%
Delivery

Direct Student Services
- In-person interactions with students

Indirect Student Services
- Interactions with others
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

Figure 4.1 Delivery Component

<table>
<thead>
<tr>
<th>Item</th>
<th>Elements and Strategies</th>
<th>Recipient</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Student Services</td>
<td>School Counseling Core Curriculum</td>
<td>All Students</td>
<td>Interactions with Students in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Large Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Small Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Individual</td>
</tr>
<tr>
<td>Indirect Student Services</td>
<td>Referrals</td>
<td>All Students</td>
<td>Interactions with Others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identified Students</td>
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<tr>
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<td>Identified Students</td>
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</table>

Use of Time Comparison

p. 135-136

<table>
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<tr>
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<tbody>
<tr>
<td>Direct Services</td>
<td>80% or more</td>
<td>Guidance Curriculum</td>
</tr>
<tr>
<td>School Counseling</td>
<td></td>
<td>35%-45%</td>
</tr>
<tr>
<td>Care Curriculum</td>
<td></td>
<td>25%-35%</td>
</tr>
<tr>
<td>Individual Student Planning</td>
<td></td>
<td>15%-25%</td>
</tr>
<tr>
<td>Responsive Services</td>
<td></td>
<td>25%-25%</td>
</tr>
<tr>
<td>Indirect Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referrals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System Support</td>
<td>10%-15%</td>
<td>10%-15%</td>
</tr>
<tr>
<td></td>
<td>15%-20%</td>
<td>15%-20%</td>
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</tbody>
</table>

Included in Other Components:

<table>
<thead>
<tr>
<th>Program Planning and School Support</th>
<th>Program management and operations (management)</th>
<th>Professional development (foundation and management)</th>
<th>Data analysis (accountability)</th>
<th>Fair-share responsibilities (management)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26% or less</td>
<td></td>
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</tbody>
</table>
Accountability

2nd Edition

Accountability
Results Reports
School Counselor Performance Standards
Program Audit

3rd Edition

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

- Process
- Perception
- Outcomes
Program Results
Accountability

- Curriculum Results Report Analysis
- Small Group Results Report Analysis
- Closing the Gap Results Report Analysis
Results Reports

p. 114
3. Evaluation & Improvement

Accountability

- SC Competencies Assessment
- Program Assessment Analysis
- SC Performance Appraisal Template

New
### School Counselor Performance Appraisal Template

Adapted from the North Carolina School Counselor Job Description

**School Counselor:**

**Date:**

**Evaluator:**

**Position:**

<table>
<thead>
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<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Unsatisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
</tbody>
</table>

### 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 classrooms 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.

### 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:**

### Overall Performance Comments by Evaluator:

**Comments by School Counselor:**

**School Counselor**

**Date**

**Evaluator**

**Date**