

# Changes in the Third Edition of the ASCA National Model

The following information provides a brief synopsis of the changes made in the third edition of “The ASCA National Model: A Framework for School Counseling Programs.”

## **Themes**

*The themes of the third edition are the same as the second edition. Additional information has been included, such as special topics written by professionals in the field, and the themes have been woven throughout the four components.*

1. Leadership
2. Advocacy
3. Collaboration
4. Systemic Change

## **Foundation**

*This section addresses components that drive every school counseling program.*

The third edition includes three sections:

1. Program Focus
2. Student Competencies
3. Professional Competencies

The content from the second edition is aligned under the new sections, and additional topics have been added, including special topics written by professionals in the field related to specific sections.

Second Edition Topics	Third Edition	
	Section	Topics
<b>Beliefs and Philosophy</b>	<b>Program Focus</b>	<p><b>Beliefs and Vision Statement</b>  “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.</p>
<b>Mission Statement</b>	<b>Program Focus</b>	<p><b>Mission Statement</b>  No significant changes.</p>
		<p><b>Program Goals (New)</b>  Research studies for school improvement, leadership and change name vision, mission and goals as key factors 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.</p>
<b>ASCA Standards for Student Academic, Career and Personal/Social Development</b>	<b>Student Competencies</b>	<p><b>ASCA Student Standards</b>  Titled “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.</p>
		<p><b>Other Student Standards (New)</b>  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).</p>
	<b>Professional Competencies</b>	<p><b>ASCA School Counselor Competencies (New)</b>  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 preK-12 students. The competencies also serve as a guide for professional development.</p> <p><b>ASCA Ethical Standards for School Counselors (New)</b>  This essential document is now included in the Foundation.</p>

## Management

*This component provides assessments and tools to manage a school counseling program, including planning, implementation and data collection.*

The management component in the third edition includes new and revised tools designed to help develop and maintain program components as well as special topics written by professionals in the field related to specific sections. School counselors can use and adapt the assessments and tools as needed to continue to improve their school counseling program.

Second Edition Topics	Third Edition	
	Section	Topics
<b>Topics</b>	<b>Assessments</b>	<b>School Counselor Competencies Assessment (New)</b> This assessment is based on the ASCA School Counselor Competencies. It is designed to help school counselors identify knowledge, abilities and skills and attitudes that meet the rigorous demands of the profession.
	<b>Assessments</b>	<b>School Counseling Program Assessment (Revised)</b> This assessment was titled "Program Audit" in the second edition. Language has been changed from audit to assessment as audit implies an outside auditor, and assessment implies an internal review. The criteria have been condensed and streamlined.
<b>Use of Time</b>	<b>Assessments</b>	<b>Use-of-Time Assessment (New)</b> This assessment was created to help school counselors analyze their use of time in <ul style="list-style-type: none"> <li>■ Direct and indirect student services (80 percent or more)</li> <li>■ Program management and school support (20 percent or less). Program management includes foundation, management, accountability tasks and fair-share responsibilities)</li> </ul>
<b>Management Agreements</b>	<b>Tools</b>	<b>Annual Agreement</b> This agreement was titled "management agreement" in the second edition. The title has changed to emphasize that the agreement is completed each year. Professional development and fair-share responsibilities are included in this document.
<b>Advisory Council</b>	<b>Tools</b>	<b>Advisory Council</b> Additional direction and information have been included.
<b>Use of Data</b>	<b>Tools</b>	<b>School Data Profile (New)</b> The school data profile informs school counseling goals and may identify a need for systemic change. This tool is designed to help school counselors track achievement, attendance, behavior and school safety data to identify gaps. Program results data are categorized as process, perception and outcome (called "results" in the second edition) data. Data for this document are frequently pulled from existing data sources or student information systems at the school.

Second Edition Topics	Third Edition	
	Section	Topics
<b>Action Plans</b>	<b>Tools</b>	<b>Action Plans</b> <ul style="list-style-type: none"> <li>Curriculum Action Plan</li> <li>Small-Group Action Plans (New)</li> <li>Closing-the-Gap Action Plans</li> </ul> The small-group action plan template was created and aligned with the curriculum and closing-the-gap action plans to increase the focus on small groups. This plan will help school counselors organize and collect data for small groups.
		<b>Lesson Plans (New)</b> This template was designed to help school counselors in the development and implementation of classroom activities.
<b>Calendars</b>	<b>Tools</b>	<b>Annual Calendar Template</b> <b>Weekly Calendar Template</b> No significant changes.

## Delivery

*This component focuses on the method of implementing the school counseling program to students.*

The third edition draws a clear distinction between direct and indirect student services. The components of the delivery system are divided between direct and indirect student services, all of which are part of the second edition. Some system support topics from the second edition of the delivery system have been moved to the other components as noted below.

Second Edition Topics	Third Edition		
	Section	Topics	
<b>Guidance Curriculum</b>	<b>Direct Student Services</b>	In-person interactions between school counselors and students	
<b>Individual Student Planning</b>		<b>Elements and Strategies</b>	<b>Recipient</b>
<b>Responsive Services</b>		School Counseling Core Curriculum <ul style="list-style-type: none"> <li>Instruction</li> <li>Group Activities</li> </ul> Individual Student Planning <ul style="list-style-type: none"> <li>Appraisal</li> <li>Advisement</li> </ul> Responsive Services <ul style="list-style-type: none"> <li>Counseling</li> <li>Crisis Response</li> </ul>	All Students    Identified Students
		<b>Method</b>	Interactions with Students in: <ul style="list-style-type: none"> <li>Large Group</li> <li>Classroom</li> <li>Small Group</li> <li>Individual</li> </ul>

Second Edition Topics	Third Edition			
	Section	Topics		
<b>Guidance Curriculum</b>  <b>Individual Student Planning</b>  <b>Responsive Services</b>	<b>Indirect Student Services</b>	Services provided on behalf of students as a result of the school counselor’s interactions with others.		
		<b>Elements and Strategies</b>	<b>Recipient</b>	<b>Method</b>
		<ul style="list-style-type: none"> <li>■ Referrals</li> <li>■ Consultation</li> <li>■ Collaboration</li> </ul>	All Students    Identified Students	Interactions with Others
<b>System Support</b>		<b>Included in other components</b> <ul style="list-style-type: none"> <li>■ Program management and operations are included in the management component.</li> <li>■ Professional development is included in the foundation and management component.</li> <li>■ Data analysis is included in the accountability component.</li> </ul>		

### Accountability

*This component is designed to help school counselors analyze data collected from other sections of the ASCA National Model.*

The third edition includes three subsections:

1. **Data Analysis** – Helps school counselors analyze data that inform decisions about the school counseling program. The data analyzed have been collected over time and inform school counselors about student needs and school and community trends.
2. **Program Results** – Help school counselors create curriculum, small-group and closing-the-gap results reports.
3. **Evaluation and Improvement** – Help school counselors analyze self-assessment and program assessment data to identify strengths and areas of improvement.

Second Edition Topics	Third Edition	
	Section	Topics
<b>Results Reports</b>	<b>Data Analysis</b>	<b>School Data Profile Analysis (New)</b> Tips for analyzing process, perception and outcome (called “results” in second edition) data are included. Analysis of the school data profile informs school counseling goals and may identify a need for systemic change. The analysis helps school counselors track achievement, attendance, behavior and school safety data to identify gaps.

Second Edition Topics	Third Edition	
	Section	Topics
<b>Results Reports</b>	<b>Data Analysis</b>	<b>Use-of-Time Analysis (New)</b> Tips for analyzing the use-of-time template are presented. The analysis informs program decisions about how to best meet student needs in the future.
	<b>Program Results</b>	<b>Curriculum Results Report Analysis</b> Tips are presented for analyzing data collected from classroom and large-group presentations.
		<b>Small-Group Results Report Analysis (New)</b> Tips are presented for analyzing data collected from small-group counseling activities.
	<b>Evaluation and Improvement</b>	<b>School Counselor Competencies Assessment Analysis (New)</b> Tips are presented for analyzing this self-assessment.
<b>Program Audit</b>	<b>Evaluation and Improvement</b>	<b>Program Assessment Analysis (Revised)</b> Tips are presented for analyzing the program assessment.
<b>School Counselor Performance Standards</b>	<b>Evaluation and Improvement</b>	<b>School Counseling Performance Appraisal Template (New)</b> A template for school counselor performance appraisal is presented.
		<b>Program Goal Analysis (New)</b> Direction for analyzing progress toward program goals has been included.